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| updated logo Squirrels Class Medium Term Planning for **PE Autumn Term 1 2022** | |
| **Health and Fitness**   * Control * Respect | PE will be developed in weekly sessions, as well as swimming sessions. Our playtimes and active learning throughout the school day will also contribute to my 2 hours per week.  There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term. |

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| **Lesson 1 - Link it.**  **How can we move our body?**  Play Simons says and similar listening games to practice familiar movement skills in a structured session.  Key skills: run, walk, jog, jump, skip, hop  Focus on turn taking and respect for others and equipment throughout this sequence of learning. | **Lesson 2 - Learn it**  **Jumping, Hopping**  Stations to develop jumping and hopping skills, as well as coordination, spacial awareness and stamina. Focus on turn taking and respect for others. For example: distance, height, repetition with targets | **Lesson 3 – Learn it**  **Walking, Jogging, Running**  Stations to develop walking, jogging, running skills, as well as coordination, spacial awareness and stamina.  For example: cone drills, cones to move around, speed symbols | **Lesson 4 – Learn it.**  **Skipping**  Stations to develop skipping skills, as well as coordination, spacial awareness and stamina.  For example: skipping ropes, large rope, ankle balls | **Lesson 5 – Check It**  **Linking Skills**  Link some skills together to develop confidence and ensure skills are secure and fluent. For example: jog to a hoop and them jump in and out of it or walk around cones with a beanbag on their head. | **Lesson 6 – Show it.**  **Obstacle Course**  Children to complete a challenging set of activities or obstacle course to apply these skills in different ways. | **Lesson 7 – Know It**  **Creating an Obstacle Course**  Children to create their own obstacles and challenges for their peers – discuss what skills their obstacles will use. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS – Reception**  Develop overall body-strength, balance, co‑ordination and agility.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Combine different movements with ease and fluency.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  **KS1**  Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | EYFS  Describe how the body feels when still and when exercising.  Run in different ways for a variety of purposes.  Jump in a range of ways, landing safely.  Control their body when performing a sequence of movements.  Participate in simple games.  Year 1  Describe how the body feels before, during and after exercise.  Carry and place equipment safely.  Vary their pace and speed when running.  Run with a basic technique over different distances.  Show good posture and balance.  Jog in a straight line.  Change direction when jogging.  Sprint in a straight line.  Change direction when sprinting.  Maintain control as they change direction when jogging or sprinting  Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.  Jump as far as possible.  Land safely and with control.  Work with a partner to develop the control of their jumps.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Exploring what we know our body already does. Fundamental movement skills link.  Focus on turn taking and respect for others and equipment throughout. | Learning and naming key fundamental movement skills: jumping, hopping, running, walking, jogging, skipping | Link skills together. Focus on fluency and security of skill. | Apply skills in an obstacle course. | Challenges selves and others to apply skills. Discuss what they are doing and how? |