

**Manor Primary School**  
**PE Year 1: Parachute Games**

**Overview of the Learning:**

**In this unit children will** learn about the changes to their bodies during exercise and the importance of being active. They will also learn to work as part of a team and to cooperate with others. They will develop skills in working within a given space. They play with the same basic set up around the parachute and follow the same basic rules for different games, but will use a range of activities and skills, including running, stretching and listening. In all the activities, children will think about how to use skills and cooperation. They will also learn why we need to warm up before exercise and cool down afterwards and how to do this safely.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

**Pupils should be taught to acquire and develop skills by:**

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

**Pupils should be taught to select and apply skills, tactics and compositional ideas:**

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

**Evaluating and improving performance.**

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

**Knowledge and understanding of fitness and health.**

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

## Expectations

### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

**The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.**



Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● to understand the importance of being active.</li> <li>● to warm up the body to keep us healthy.</li> <li>● to use the parachute correctly.</li> <li>● To take turns using the parachute.</li> <li>● To work as a team to make the parachute fill with air.</li> </ul>	<p><b>Warm Up</b></p> <p><b>Mushroom</b> – see jumping jaxx cards for more variations. Get everyone spread out evenly around the chute and hold the edge. Pull the chute taut and crouch down. On the command MUSHROOM, everyone stands and pulls the chute upwards causing the chute to fill with air and rise like a giant mushroom. Variations Everyone MUSHROOMS, then lets go. Everyone MUSHROOMS, takes one step in, sits down pulling the chute behind them, so everyone is sitting in a TENT. Everyone MUSHROOMS, then runs to the centre, still holding the chute. Making it harder by: Can individuals run under the parachute to the other side when their name is called?</p> <p><b>Jumbo mushroom</b> Similar to mushroom, but this time as you lift the parachute ask everyone to walk in a step or two. This makes the parachute grow bigger. Repeat game with everyone taking an additional step. Each round makes the mushroom bigger, and eventually everyone meets in the middle. making it harder by: Can you run into the middle and back out?</p> <p><b>Tent Pole</b> While you're in the tent – one person is selected to be a tent pole and stands in the middle, holding the centre of the chute as high as possible. The tent person calls someone's name and goes and sits down in that person's place. The person called has to rush to the middle and take up the role of the tent-pole before the chute comes down. Repeat. Variations Jellyfish – all the seated chd sway about as much as possible for the tent pole to stay upright. From the outside it should look like a gigantic quivering jellyfish.</p> <p><b>Upside-down tent</b> Everyone lie on their backs under the chute, heads to the middle with their feet up in the air. Stretch the chute tight and tuck under backs so it holds legs up. You could use a soft ball and use your hands to bounce it around inside the tent.</p> <p><b>Cool Down</b></p>
<ul style="list-style-type: none"> <li>● to know and understand how our bodies feel during exercise</li> <li>● To co-operate and work as part of a team.</li> <li>● To take turns correctly.</li> <li>● To share the parachute.</li> <li>● To use accurate movements to move the parachute.</li> <li>● To co-operate and work as part of a team.</li> <li>● To take turns correctly.</li> </ul>	<p><b>Warm up – go</b> over key parachute skills children have learnt so far.</p> <p><b>Floating mushroom</b> – see jumping jaxx resources cards. Starts the same as mushroom, but this time the children lift the parachute over their heads. When the leader gives a signal everyone releases the parachute. making it harder by: can the children run and touch a designated spot and run back before the parachute touches the ground?</p> <p><b>Under we go</b> Divide the players into two groups around the parachute. Number the children in each group. The leader calls out a number and the 2 players from each team with that number have to run underneath and swap places whilst the others create a mushroom. Continue swapping turns. Making it harder by: Call out 2 numbers at the same time etc...</p> <p><b>Air Conditioning</b> This game is good for recuperation. Hold the chute stretched out and have about a third of the people lie on the ground under it (Heads near the middle). The rest mushroom the chute up and quickly pull it down again repeatedly. Air rushes in and out like a giant fan.</p> <p><b>The Ocean</b> Pretend the parachute is the ocean. Give it a name – eg) Pacific ocean. Chd respond to the weather report and move the parachute accordingly.</p> <p><b>Fruit Bowl</b> Give each child the name of a fruit. Every time the parachute is mushroomed call out an item of fruit. The children with that name have to run to the opposite side of the parachute before it comes down. Making it harder by: call 2 fruits at once. Call 'fruit bowl' all children have to get to the other</p>

<ul style="list-style-type: none"> <li>To share the parachute.</li> </ul>	<p>side before the parachute falls to the ground.</p> <p><b>Cool down</b></p>
<ul style="list-style-type: none"> <li>To make the parachute move using repeated actions.</li> <li>To co-operate and work as part of a team.</li> <li>To take turns correctly.</li> <li>To share the parachute.</li> </ul>	<p><b>Warm up</b> – go over key parachute skills children have learnt so far.</p> <p><b>Cat and mouse</b></p> <p>The aim of the lesson is to understand the importance of being active. Lay the parachute on the ground with the children sitting around it. One child kneels on top of the parachute (lion), whilst the other crawls underneath it (mouse). The children around the edge shake the parachute vigorously for 10m seconds to allow the mouse to ‘get away’. The lion then tries to catch the mouse whilst the parachute is being shaken. If he has not been caught after a few seconds count down from 10 and allow other children to have a go. Variation - Shake the parachute slower but higher ie making a wave effect. Talk to the children about their heart beating faster during exercise, ask them why they think that is happening. Discuss muscles working harder and needing more oxygen and how they get the oxygen needed.</p> <p><b>Change over</b></p> <p>MUSHROOM the chute and call out a command, e.g) “change over if you are wearing red”. Everyone wearing red has to run under the chute to the opposite side, before the chute lands on them. Can use birthday months, colours etc...</p> <p><b>Musicless Chairs</b></p> <p>No the children by 3’s around the chute so you have equal no of 1’s, 2’s and 3’s spread out. Mushroom the chute, then call out a no and description of who you would like to act as. E.g) if you say mushroom...no 1 are ballerinas all no 1’s cross the shoot acting like ballerinas.</p> <p><b>Jaws</b></p> <p>Everyone should sit on the floor in a circle, holding the parachute stretched out with their legs underneath it. The chute is the sea, and the chd are all sitting on the beach, happily dipping their toes in the water. Shake chute to make a wave effect. Once waves are going well – someone to be shark – disappears under chute – grabs victims feet – they swap shark.</p> <p><b>Cool down</b></p>
<ul style="list-style-type: none"> <li>To make the parachute move using repeated actions.</li> <li>to bounce the ball high on the parachute</li> <li>To use co-ordination to move the ball off the chute.</li> </ul>	<p><b>Warm up</b> – go over key parachute skills children have learnt so far.</p> <p><b>Mexican Wave</b></p> <p>One person raises their arms, holding onto the parachute. This action is repeated around the circle to create a wave.</p> <p><b>Washing Machine</b></p> <p>On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute. The children should now be inside the chute. Start rocking from left - forward- right.</p> <p>Introduce children to parachute ball games - a different range of balls and beanbags can be used for these tasks.</p> <p><b>Popcorn</b></p> <p>Start with everyone holding the chute stretched out. Throw as many soft balls on the chute. See how quickly you can bounce them off. Half could bounce them off, half could keep them on. making it harder by having several balls on the parachute at first and then taking one off at a time until there is only one to get off.</p> <p><b>Rollerball/Ball surfing</b></p> <p>Everyone holds the chute taut. Place large ball near the edge. Make the ball roll around the edge of the chute – you need to lower and raise the edge you are holding. Try changing direction/speeding up and slowing down the ball. Making it harder by: Can you work with 2 or 3 balls?</p>

<ul style="list-style-type: none"> <li>• To make the parachute move using repeated actions.</li> <li>• to bounce the ball high on the parachute</li> <li>• To use co-ordination to move the ball off the chute.</li> </ul>	<p><b>Cool down</b></p> <p><b>Warm up</b> – go over key parachute skills children have learnt so far.</p> <p><b>Chute ball</b> Place the ball in the middle of the chute and by pulling upwards and outwards, throw the ball as high in the air as possible. Variations – competitive chute ball. Mark a line across the diameter of the chute. Have equal teams hold the edge of the chute on either side. Throw the ball into the middle. The aim is to get the ball off the chute to the other team’s side of the line. You mustn’t let go of the chute or touch the ball with your body. Keep the score.</p> <p><b>Rabbit and Hound</b> – see jumping jaxx resource cards. Throw 2 unlike balls on top of the parachute. Two teams try to control the destiny of the 2 balls: one ball is the hound the other is the rabbit. One team tries to help the hound catch the rabbit while the other team is trying to get the rabbit away. The teams can be divided several ways, and each arrangement results in different team strategies. You can draw an imaginary line down the middle of the parachute to divide the teams, or create teams that consist of every other person around the edge. Making it harder by: Dividing the parachute into quarters and have the two opposing quadrants work together as a team.</p> <p><b>Football Match</b> Divide the children into 2 teams around the parachute. Using a light ball the children have to try to score by sending the ball over the heads of the other team using the parachute. Teams must try to defend by preventing the ball from going over their heads using the parachute only. Making it harder by: Can you use 2 balls?</p> <p><b>Cool down</b></p>
<ul style="list-style-type: none"> <li>• To listen attentively to instructions.</li> <li>• To play a team game using rules.</li> </ul>	<p><b>Warm up</b> – go over key parachute skills children have learnt so far.</p> <p><b>Tortoise</b> The chute becomes a giant tortoise shell with everyone underneath on hands and knees. The idea is to make the tortoise move about, but remain all in one piece. Once it starts to move well, the tortoise can tackle an obstacle course, appropriate to the ability of the participants.</p> <p><b>Traffic Lights</b> All the children hold the parachute and walk (later run, hop, jump...) around to rotate the parachute. When different colours are called the children must do activities to match the colour. Red - stop Orange - change direction Green - speed up Other instructions could also be added, such as Blue - shout: 'Hello Mr. Policeman' etc To challenge more able encourage them to create variations on any games and explain to the rest of the class how to play the game.</p>

**Manor Primary School**  
**PE Year 1: Dance – Toys**

**Overview of the Learning:**

In this unit children explore basic body actions, *eg jumping and turning*, and use different parts of their body to make movements related to toys. They create and repeat short dances inspired by themes such as jack in the box, soldiers and streamers. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the history of different toys and how they have changed throughout the years. This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at how different body actions show how toys move, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner, and use language associated with movement to evaluate and improve their dances.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

**Pupils should be taught to acquire and develop skills by:**

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

**Pupils should be taught to select and apply skills, tactics and compositional ideas:**

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

**Evaluating and improving performance.**

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

**Knowledge and understanding of fitness and health.**

Pupils should be taught to:

- how important it is to be active

- to recognise and describe how their bodies feel during different activities.

### Expectations

#### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● To perform basic skills – travelling, making a shape, gesturing.</li> <li>● To use movements imaginatively, responding to stimuli, including music and performing basic skills.</li> <li>● To perform basic skills – travelling, being still, making a shape, jumping, turning and gesturing.</li> <li>● To describe what they have done.</li> <li>● To observe, describe and copy what others have done</li> </ul>	<p><b><u>PUPPETS</u></b></p> <p>Stimulus – Cross curricular link with History topic (Toys from the past). Children’s toys, stories about getting new topic. Chitty, chitty bang, bang DVD – toys moving, Toy story DVD.</p> <p>Music – You’ve got a friend in me – toy story, When you wish upon a star – Pinocchio, I’ve got no strings – Pinocchio, time to dance - clowns</p> <p><u>Developing skills</u></p> <p>What properties do puppets have? Allow the children to pretend they are dressing up as a puppet. Don’t forget to tie on the strings! Model with the children how a puppet will move. Teacher lift up one string for them they respond appropriately. Repeat with all the different strings. Try moving 2 strings at the same time. Tell the children you are going to cut their strings. Children stand feet apart, arms to the side. Get your pretend scissors out and ‘cut’ their stings. Children respond by making all parts of their body go floppy. Tell the children that now you are going to cut their strings one at a time. Children respond by making that part of their body go floppy.</p> <p><u>Creating a dance</u></p> <p>In pairs allow them to experiment with cutting the strings of their partner in a variety of different orders. Ask a few children to demonstrate their work to the rest of the class. Ask those children that are watching to try and remember what order 1 pair is cutting the strings in.</p> <p><u>Extension and development</u></p> <p>As a whole class mime playing with a large box of toys. Get it out of the cupboard and open up the lid. Get one toy at a time out of the box and mime playing with that toy. E.g. lego, toy car, doll, teddy, remote control car, make-up set. When finished put all the toys away and go to bed.</p> <p>As a whole class mime being a variety of toys on a toy shelf. Clown, toy car, teddy, etc. Use a variety of different expressions for each toy.</p>
<p>To perform basic skills – gesturing, being still.</p> <p>To express and communicate feelings.</p> <p>To create and perform dances using simple movement patterns.</p> <p>To perform basic skills – turning, gesturing.</p>	<p><b><u>JACK IN THE BOX</u></b></p> <p>Ask the children what is a Jack in a box? Pretend to be a Jack in a box by crouching down and popping up on queue. With the children sitting on the floor experiment with different expressions. How is Jack feeling? – happy, sad, confused, cross, frightened, angry etc. Repeat the Jack in a box activity but this time use a word for an expression as a queue, children will respond by popping up with that kind of expression on their face. Using visual stimulus on video allow the children to watch the ‘Doll on a music box’ clip from Chitty, Chitty, Bang, Bang. Tell the children they are going to be the doll. Use small mats to stand on as if it is their music box.</p>



<p>To change the speed of their movements.</p>	<p>Practice walking using jerky steps, learn how to step onto the music box. Ask the children to try to have big starry eyes. Teach them how to move their arms, legs, body etc. Refer back to the visual stimulus as often as required.</p> <p><u>Creating a dance</u></p> <p>As they learn the skills join the movements together to make a simple sequence. Perform ½ the class at a time. Ask the observers to look for the person that is most convincing as the doll. If the children find it difficult make it a simple pattern e.g. arm moves, head moves then body moves before repeating.</p> <p><u>Extension and development</u></p> <p>March on spot in time to music, travel round room and continue marching, play the drums, play the trombone, clap and march together. Pretend to be counter on a snakes and ladders board. Teacher pretend to throw dice, children move that many spaces and up a ladder or down a snake when instructed.</p> <p><b><u>PE assessment</u></b></p> <p><b>See dance core skills – activity 1 and 2-</b> print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>Make up your own dance</u></p> <p><u>make a dance to show different moods</u></p>
<p>To perform basic skills – gesturing, being still.</p> <p>To express and communicate feelings.</p> <p>To create and perform dances using simple movement patterns.</p> <p>To perform basic skills – turning, gesturing.</p> <p>To change the speed of their movements.</p>	<p><b><u>SPINNING TOPS</u></b></p> <p>Tell the children that today they are going to be a spinning top. Ask them to describe what happens when you spin a spinning top. Ensure they all realise that it slows down before it stops. Ask the children to make sensible suggestions to move like a spinning top.</p> <p><u>Creating a dance</u></p> <p>Allow children ½ the class at a time to demonstrate their ideas. Ask the observers to look at the other children’s work to try to find ideas about how to make their movements better. Allow children to perform again as a whole class to try out some ways that they can have improved their work. Now concentrate on being a spinning top. Start by being still then get quicker and quicker and quicker then slower and slower and slower until they drop onto their bottoms or stand still. Perform again and ask observers to watch out for people who are particularly good at changing speed smoothly.</p>



	<p><u>Extension and development</u></p> <p>As a whole class mime playing with an old basket of toys. 1<sup>st</sup> get the shelf off a very high shelf. You might need to stand on something to reach it!! Once the basket is down, wipe off the dust, open up the lid carefully and show surprise on your face. Carefully pick out the toys one by one and play with each one in tern. Once finished put the basket back and go to sleep.</p>
<p>Make rounded, wide and thin shapes with their bodies.</p> <p>Draw rounded and spiky shapes in the air.</p> <p>To move in different directions high and low.</p> <p>To travel rhythmically on feet, hopping and skipping.</p>	<p><b><u>STREAMERS (Developed over 2 weeks)</u></b></p> <p>Stimulus – scarves, pictures of kites, ribbons, streamers.</p> <p>Music – Primary school dance – year 1 cd - track 1 streamers or ‘Lets go fly a kite’ – Mary Poppins or circles and eights – writedance cd</p> <p>Draw a shape/letter in air with fingers. Make it bigger/smaller. Stand up and make it with whole body. Using the ribbon streamer make different shapes in air. Allow children time to experiment with drawing their own shapes. Use different directions different levels etc. Flutter the streamer in different ways. Stretch it high and make it low. Travel around the room in a bouncing way. Arms up and down. Jump high into the air and make the streamer dance. Make wide and thin shapes in the air with body. Pretend you are flying a kite in the air.</p> <p><u>Creating a dance</u></p> <p>Make a dance using the streamer. Concentrate on using different levels for the streamer to move. Make shape or letters with the streamer. Hold different body shapes and flutter the streamer. Move around the room, fluttering, soaring high, sweeping low and turning. Freeze in a shape with the streamer still. Travel in a bouncy way move into a wide or thin shape to complete the dance.</p> <p><u>Extension and development</u></p> <p>Writing name with the streamers.</p> <p>Joining children together into threes to make a sequence up.</p> <p>Joining balance. Travel, jump together to make a sequence with the streamer.</p> <p>See also: Circles and eights – writedance shapes and patterns can be made using the streamers.</p>
<p>To recognise and use a range of travelling, turning and jumping movements in relation to the dance idea.</p> <p>To work in pairs in a simple ‘follow my leader’ reationship.</p>	<p><b><u>PLAYING WITH A BALL</u></b></p> <p>Stimulus – A variety of different shapes and sizes of balls.</p> <p>Music – Primary school dance – year 1 cd - track 3 – playing with a ball.</p>

<p>To choose and link appropriate actions.</p> <p>To recognise and respond to the changes in music.</p>	<p>What ball games do you play in the playground? What sort of balls do you use? Make fists into small balls. Use 2 hands to make a bigger ball. Show a ball shape with body. Make it as small as possible. Make it as large as possible. Make a different shaped ball shape (Round and spiky, rugby ball etc...). Grow from a small ball into a large ball. Make the ball bounce up and down on the spot. Which way could the ball bounce? Bounce, hop and skip around the room like a ball. Choose how you could play with the ball.</p> <p><u>Creating a dance</u> Working with a partner make the ball bounce in different directions. Make up a pattern of 8 bounces. Use a drum to keep beat together. Work together to make the ball fly through the air as it has been thrown. No1 is the ball, no2 is the child. Play with the ball around the room.</p> <p><u>Extension and development</u> Play follow my leader as a ball. Choose how to play with the ball.</p>
<p>To select movements from those they practice to create their dance and understand the structure of their dance.</p> <p>To perform simple rhythmic patterns and perform them in different formations.</p> <p>To talk about how they felt after dancing.</p>	<p><b><u>TOY SOLDIERS (Developed over 2 weeks)</u></b></p> <p>Stimulus –Toy soldiers, stories about soldiers, wind up toys.</p> <p>Music – ‘The grand old Duke of York’ or primary a=school dance – track 4 and 5 – march, march, march</p> <p>Perform the action song as a starting activity. Talk about what soldiers look like and wear. Find a space and stand like a real soldier. Stand tall, salute. March around the room, marching on the spot. Count in time 8 beats of marching in one direction and change. Beat the drum to get children to march in time like a soldier.</p> <p>How does a clockwork soldier move? Stiff arms and legs. Move from real soldiers to clockwork soldiers.</p> <p><u>Creating a dance</u> Children to work as a whole class and march to 8 beats in different directions. Children work in pairs to create a soldier routine. Use 8 beats before changing direction and action.</p> <p><u>Extension and development</u> Develop ideas of a soldier into a robot. How does a robot move? What actions does he make? Use writedance – robot for music and dance ideas.</p> <p><b><u>PE assessment</u></b></p>

**See dance core skills – activity 1 and 2-** print out activity and leader notes for chn to use as part of an assessment.

Make up your own dance

make a dance to show different moods

# Manor Primary School

## PE Year 1: gymnastics

### Overview of the Learning:

In this unit children investigate ways to jump and balancing on different body parts. They explore basic gymnastic actions on the floor. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, *eg two jumps, or two rolls*. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. This unit links with gymnastics in cycle B, when children will learn a range of basic gymnastic skills and put together a short sequence of actions, with a starting and finishing position. They will link actions on the floor. They will work on their own to put together a sequence. They will learn how exercise affects the body. They will watch gymnastic performances and learn to describe what they see.

In other physical education units, children will use the same range of 'travelling and balancing' ideas. In dance they will use them to express ideas and feelings, and in games they will develop running and jumping actions, often using or carrying equipment.

### Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

### Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

### Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

### Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

### Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

### Expectations

#### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

**The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.**

Learning Objectives	Suggested Learning Opportunities
<p>To bounce, hop, spring and jump using a variety of take offs and landings.</p> <p>To observe, recognise and copy different body shapes.</p> <p>To link together two or more actions with control and be able to repeat them.</p> <p>To describe what they see using appropriate vocabulary.</p>	<p><b><u>Begin with floor work and progress to low and high apparatus</u></b></p> <p>Ask the children to respond to instructions and commands, <i>eg on voice command, on a clap, or using different combinations of musical instruments to mean start, stop, small shape, and so on</i>. Ask them to move between mats and small apparatus, <i>eg walk safely between mats and markers</i>, and then to change the speed of movement. Help them to use the floor, mats and apparatus confidently.</p> <p>Look at different ways to travel around the room without running. (Hop, skip, jump, gallop etc). Provide chn with pictures of animals – talk about how these animals move and ask children to recreate. Practise specifically: hopping = 1 foot to 1 foot, hopscotch – 2 feet to 1 foot to 2 feet etc, bouncing = 2 feet to 2 feet. travel in different directions not just forwards. Bounce on the sport, using your ankles knees and hip to push off the floor. Make bounces higher to become jumps off floor. Teaching points: Keep head up, swing arms to help take you into air, give in ankles, knees and hips to land with a squashy landing. Travel into a space and jump. Progress to apparatus – travel between apparatus in different ways; find ways to jump onto apparatus.</p> <p><b>See also: Matalan cards – body preparation</b></p>
<p>To explore gymnastic actions and still shapes</p> <p>To know how to carry and place apparatus</p> <p>To watch, copy and describe what they and others have done</p>	<p>Run in and out using small and large steps. Look at how difficult it is to run with large steps – children need to push harder. Change on signal. Bounce up and down on spot with balls of feet still glued to the floor and gradually begin to bounce off the ground. Practise high jump swinging arms. Run/hop/skip in and out of each other and on signal bounce on the spot. Repeat. Run in and out of each other and on signal jump in air and land on 2 feet. Look at ways to jump off apparatus – use low equipment (benches). Teach children safe ways to land.</p> <p><b><u>PE assessment</u></b></p> <p><b>See gymnastics core skills – activity 1 and 2-</b> print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>Make a short movement phrase</u></p> <p><u>Link together like actions</u></p>

<p>To bounce, hop, spring and jump using a variety of take offs and landings.</p> <p>To observe, recognise and copy different body shapes.</p> <p>To link together two or more actions with control and be able to repeat them.</p> <p>To describe what they see using appropriate vocabulary.</p>	<p>Bounce on spot remembering teaching points. Bounce from side to side, forwards and backwards, bounce like a ball. On spot jump high into the air using arms to help – stretch in air and make the landing squashy. How high can you jump and land in the same spot? Try making thin and wide shapes in the air as you jump. Link thin and wide shapes together. e.g, start on floor in a thin shape and run and jump to make a wide shape. Look at using thin and wide shapes on apparatus.</p> <p>Use traffic lights game and get children to use their bouncing and wide and thin shapes. Make a small shape that is curled up in as many ways as possible. Curl up small on the spot on feet and explode up into a shape in the air – stretched and thin or stretched and wide. Run into a space and sink down into a curled small shape. Look at different ways to travel into that space. Jump into a space to slowly sink down small and explode again into a stretched, thin or wide shape on the floor. Instead of using feet, travel around the room using hands and feet in a bouncy way. Use skills in exploding shapes on apparatus.</p> <p><b>See also: Matalan cards – steady as a rock</b></p>
<p>To explore gymnastic actions and still shapes</p> <p>To know how to carry and place apparatus</p> <p>To watch, copy and describe what they and others have done</p>	<p>Make a simple game using a tambourine to encourage children to listen to create their own shapes. E.g, bang once small shape, bang twice wide shape, shake run in and out etc... Bounce high on 2 feet – use arms to help you to get higher. Go sideways, forwards, backwards, diagonally. Bend knees and squat low. Bounce around while squatting low. Demo and look at other ways to bounce low to the floor. Use hands and feet to bounce low to the floor.</p> <p>Ask the children to link basic movement actions, <i>eg a jump and a roll, a slide and be still in a shape, move from upside-down to the right way up</i>. Help them to explore a range of starting movements or shapes linked to ‘like’ movements or shapes, <i>eg one jump followed by a different jump, a roll followed by a roll in a different direction, a shape on the floor linked to the same shape on benches</i>.</p>
<p>To travel confidently and competently on different body parts.</p> <p>To hold still balances positions on large or small body parts.</p>	<p><b><u>Steady as a rock – to be developed over 2/3 weeks</u></b></p> <p>Which parts of the body can you take the weight on? Discuss the information the children suggest. Demo different</p>



To link two balances together.

To adapt floor work safely onto apparatus.

ways of taking the weight in a balance. See tops cards (steady as a rock) for ideas on standing, kneeling and large body part balances. Use these balances on the apparatus starting with low and working up to high apparatus. Play a short game called 'Set in stone'. Use music and when music stops children need to make a balance on a body part that is suggested by teacher. Balances have to be held for 3 seconds at least. Catch children out who are moving. Extension: teacher could specific the number of body parts that have to be used. Make standing balances with: a straight line from foot to head, eyes focused straight ahead, shoulders pressed down and a long neck. Weight distributed on 'balls' of feet. Hips square and vertical. Make T balances and V balances. Move to making different letters of the alphabet. Use apparatus to support more difficult balances. Children can choose a selection of balances to create a short sequence.

Choose two ways of travelling, *eg walking backwards safely and a roll*, and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.

Ask the children to:

- explore the variety of ways they can perform actions, *eg making different shapes, travelling in different ways*
- change the way they perform a movement or action, *eg change levels, speeds, pathways or directions, or use different body parts*
- try to perform the same movements using benches.
- add still shapes at the beginning, middle and end of the travelling actions

Children to link a balance sequence with a travelling sequence using high apparatus.

#### PE assessment

**See gymnastics core skills – activity 3-** print out activity and leader notes for chn to use as part of an assessment.

Make a sequence using elements



**Manor Primary School**  
**PE Year 1: Indoor athletics**

**Overview of the Learning:**

**In this unit children will** learn about the changes to their bodies during exercise and the importance of being active. They will also learn to work as part of a team and to cooperate with others. They will develop skills in working within a given space. They play with the same basic set up around the parachute and follow the same basic rules for different games, but will use a range of activities and skills, including running, stretching and listening.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

**Pupils should be taught to acquire and develop skills by:**

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

**Pupils should be taught to select and apply skills, tactics and compositional ideas:**

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

**Evaluating and improving performance.**

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

**Knowledge and understanding of fitness and health.**

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

## Expectations

### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

**The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.**



Learning Objectives	Suggested Learning Opportunities
<p>To explore different ways of travelling around a space.</p> <p>To investigate how to touch different targets around the room.</p> <p>To think about the techniques of running.</p>	<p><b>Running</b></p> <p>Teach the chn the different techniques of starting and finishing when running. Use different equipment for the chn to run around.</p> <p>Know and understand quicker and slower ways of travelling.</p> <p>Set up different pathways for the chn to travel around in different ways.</p> <p>Look at targets/equipment for the chn to pick up at different areas of the hall</p> <p>Set out 3 different running activities for groups of ten to work in – provide groups with challenges to improve running techniques.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● How can we make an explosive start?</li> <li>● when waiting to move, what should we be looking at and why?</li> <li>● how could we pick up a piece of equipment quicker?</li> <li>● which speed should we be going?</li> </ul> <p><b>STEPS</b> to differentiate</p>
<p>To improve the way we run in a race.</p> <p>To investigate ways to use a stop watch to time the way we run.</p> <p>To run in a relay race.</p>	<p><b>Running</b></p> <p>Investigate and explore different running techniques. Introduce time zones with the class – can you use a stop watch to support your running? run for 10 seconds, pause, run for 5 seconds? Allow chn time to use targets and equipment to use to help them when running. Introduce chn to relay running when you touch a target or time span.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● What do you use to help you run fast?</li> <li>● explain your body position when you are running.</li> <li>● what position do you hold your arms in when you are running?</li> </ul>

- how can you improve your running technique?
- 

**PE assessment**

**See athletics core skills – activity 1 and 2-** print out activity and leader notes for chn to use as part of an assessment.

Move beanbags from hoop to hoop

How many cones can you touch in the time?

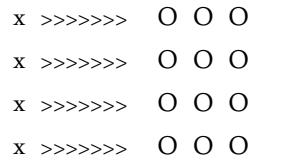
Running

- To run with control.
- To coordinate and balance when running.



SCORE: Count the number of times that the course is completed to score, choose only one lane to score.

Hooped targets on ground,



4 5 10

Each team has 4 bean bags. They have to get one bag in each hoop, they can collect if they miss and put it back in the pile. The next person then carries on from that point. They have 5 minutes to achieve target.

SCORE: Potential 19 points per line available, add together 4 team scores.

(If complete activity before time is up, repeat but without scoring)

**For each activity use the FUNS cards to extend learning further.**



<p>To be able to throw a range of different balls and equipment with control.</p> <p>To use control and co-ordination to throw a ball.</p>	<p><u>Throw</u></p> <p>Children work in pairs or threes and see how many passes they can complete in the given time. Children use soft balls as easier to catch. vary the equipment for different abilities of chn (bean bags, small/large balls)</p> <p>SCORE: Select one pair/three to count the number of passes.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● describe the technique when throwing.</li> <li>● how do you make the equipment go further or less?</li> <li>● describe what your body position is like.</li> <li>● how did you hit a target?</li> </ul> <p>Know and understand the performance of individuals – can they create their own throwing target games?</p>
<p>To use a range of equipment to throw a ball into a target.</p> <p>To explore ways to bounce a ball into a target.</p>	<p><u>Throw</u></p> <p>Practise a variety of different techniques in order to improve accuracy when throwing. Use different equipment – STEPS to differentiate.</p> <p>Look at the position of the body when throwing. Develop fundamental movement skills to gain confidence. Introduce chn to stop watches so they can time their performance – can you throw further than you can run in 3 seconds or jump in 5 seconds? Can you throw at a target? Can you bounce a ball to make it hit a target?</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● moving targets closer/further away</li> <li>● different sized balls.</li> <li>● move whilst throwing</li> </ul>

	<p><b><u>PE assessment</u></b></p> <p><b>See athletics core skills – activity 3 and 4-</b> print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>How far and high can you throw?</u></p> <p><u>How accurately can you throw?</u></p>
<p>To jump from a standstill.</p> <p>To jump with control.</p> <p>To know and understand how different jumping techniques affect distance travelled.</p>	<p><b><u>Jumping</u></b></p> <p>Teach the different techniques of jumping. Look at using ladders/hopscotch. Use targets for chn to jump around or to.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● what is the best way to achieve height when jumping?</li> <li>● What can help you to jump further?</li> <li>● what do your arms need to do?</li> <li>● can you change the speed of your movements?</li> </ul> <hr/> <p style="text-align: right;">tape measure</p> <p>x</p> <p>Measure out on tape, children to have practice jumps. All working at the same time. Call each child up to measure standing long jump. More able to use their own tape measure.</p> <p>SCORE: Record a point for each jump over 1m.</p> <p><b>For each activity use the FUNS cards to extend learning further.</b></p>
<p>To use co-ordination to skip through and over a rope.</p> <p>To develop balance and co-ordination when jumping a distance.</p>	<p><b><u>Skipping (with speed bounce challenge)</u></b></p> <p>Children to complete both in the section (normal skip first). All children to have rope, target is to complete 20 skips in 30 secs. All get 5 team points for completing.</p> <p>In turn all have a go at ‘speed bounce’, 15 secs counting jumps.</p>

SCORE: Choose one child to record their number of skips and another child to record their number of bounces on the speed bounce. Add these together to get score.

**For each activity use the FUNS cards to extend learning further.**

**PE assessment**

**See athletics core skills – activity 5** - print out activity and leader notes for chn to use as part of an assessment.

Jump in different ways

More able could be extended to activity 6 – running, jumping and throwing.



## Manor Primary School

### PE Year 2: Active play – problem solving/outdoor adventures

#### Overview of the Learning:

In this unit children will be introduced to a multi-skills approach to learning through activities that are fundamentals of movement. This approach focuses on the development of movement, balance and co-ordination which link to the long term athlete development framework. The approach also helps children develop the five multi-abilities of creative, cognitive, social, physical and personal development. Developing competence in fundamental movement skills leads to competence in more complex sports skills. E.g) an overarm throw involves co-ordinating body parts which when mastered aids the development of throwing in cricket and rounders, the javelin throw, tennis serve and the netball shoulder pass. In this unit the chn will develop their problem solving techniques and will use the multi skills to create their own challenges to solve.

#### Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

#### Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

#### Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

#### Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

#### Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

## Expectations

### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

**The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.**

Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● To aim a ball at a target.</li> <li>● To improve co-ordination and control when using a ball.</li> </ul>	<p><b>Handy Ball: Getting used to a ball</b></p> <p>Try to ensure everyone has a ball. Encourage children to move the ball around their body. Pick up the ball with different parts of their bodies. Balance bean bags and balls on different parts of body. Year 1 could sit down to complete activities. Children to use small equipment. Put out markers for the children to run to or organise small relays. Chn should move slowly with the ball first and then increase their speed. Move onto using feet and finally using sticks and other equipment. Move the ball and follow at first. Progress to closer control.</p> <p><b>Hit the target: Aiming</b></p> <p>Set up 6 different areas with targets to aim at. Inside: use smaller distances with smaller targets. Outside: use larger targets with greater distances. Try to vary the type of target (big, small, high, low, round, square). Try to vary the distance. Some chn may need the target to be large and colourful, others may need someone to tell them how near they are getting with each attempt.</p> <p>Use STEPS to differentiate learning opportunities</p>
<ul style="list-style-type: none"> <li>● To explore different ways of moving around a space.</li> <li>● To follow a trail of arrows with a leader.</li> </ul>	<p><b>Magic Mover: different ways of moving</b></p> <p>Encourage the children to move forwards at first asking them to: use big steps and small steps. Run with knees high and arms pumping backwards and forwards. Run quietly. Run and stop.</p> <p>Ask children to practise moving sideways to the right and left. When introducing moving backwards ask the children to go very slowly at first and then gradually build up speed. Use the children’s ideas to make different kinds of slalom.</p> <p>Getting better: encourage children to run on the balls of their feet, swing their arms in the direction of the run, lean body slightly forwards, stop with control by putting the weight on the front foot and bringing the other foot alongside. Practising: explain how to run faster and then do it, explain why dodging and swerving are important for playing games, and then get them to practise dodging and swerving in different directions. Explain why controlled stopping is important and then practise it. Play any tag game. Being healthy and active: encourage the children to gradually increase the amount of time they can run.</p> <p>Use <b>STEPS</b> to differentiate learning opportunities</p>

	<p><b><u>PE assessment</u></b></p> <p>See outdoor adventure core skills – activity 1 print out activity and leader notes for chn to use as part of an assessment.</p> <p>Follow the arrows to find the shapes</p>
<ul style="list-style-type: none"> <li>● To use different ways to travel around a space with control.</li> <li>● To work in pairs or small groups.</li> <li>● To solve a problem by using stepping, striding and jumping.</li> </ul>	<p><b><u>Pace it out: stepping, striding and jumping</u></b></p> <p>Activity 1: combination jumps (step...leap...step...leap)</p> <p>Activity 2: in pairs chn make up their own combination sequences using hops, steps, leaps, jumps and bounces. Remember, repeat and demonstrate the sequence to someone else.</p> <p>Activity 3: working in 3s and 4s ask the chn to make up their own jumping challenges using mats and equipment. Practise, perform and then explain their ideas to others.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● set up a problem for the chn to use these skills in stepping, striding and jumping.</li> </ul> <p><b><u>Use STEPS to differentiate learning opportunities</u></b></p>
<ul style="list-style-type: none"> <li>● To use different markers to move around a space.</li> <li>● To solve a problem using a target.</li> </ul>	<p><b><u>Step it out: Walking and jogging</u></b></p> <p>Walking around a space using different markers to move around. Walk at different speeds, slow and quick. Follow a route to move around the space. Introduce different problems throughout – e.g bench to walk along, only can carry one beanbag at a time across a space.</p> <p>Think about:</p> <p>Setting up a problem whereby it needs to be timed – 3 seconds run, 5 seconds walk etc.</p>
<ul style="list-style-type: none"> <li>● To explore different ways to roll and throw a ball.</li> </ul>	<p><b><u>Rapid roller: rolling and throwing</u></b></p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● rolling different objects, walking to retrieve them.</li> </ul>

<ul style="list-style-type: none"> <li>● To solve a problem using rolling and throwing skills.</li> </ul>	<ul style="list-style-type: none"> <li>● rolling along lines</li> <li>● roiling to targets</li> <li>● rolling to hit objects/go through objects</li> <li>● throw at targets</li> <li>● overarm throw</li> <li>● underarm throw</li> <li>● finding space</li> </ul> <p>Set up target problems where the chn have to work in pairs or small groups. Chn should use key skills in rolling and throwing the ball.</p> <p>See STEP for differentiation.</p>
<ul style="list-style-type: none"> <li>● To follow a trail around different objects.</li> <li>● To work in pairs to remember key objects around a trail.</li> </ul>	<p><b><u>Tricky trails: Kim's and Pairs' trails</u></b></p> <p>Set up several trails around the space.</p> <p>Kim's trail</p> <ul style="list-style-type: none"> <li>● watch closely to follow the rope</li> <li>● as objects are recovered they should be remembered</li> <li>● objects that are remembered at the end of the trail need to be told to partner.</li> </ul> <p>Pair's trail</p> <ul style="list-style-type: none"> <li>● Chn to work in pairs</li> <li>● they should support each other as moving around a space</li> </ul> <p>partner to follow instructions.</p> <p><b><u>PE assessment</u></b></p> <p>See outdoor adventure core skills – activity 2 and 3- print out activity and leader notes for chn to use as part of an assessment.</p>

Rescue the objects from the river  
Find the control point



# Manor Primary School

## PE Year 2: gymnastics

### Overview of the Learning:

In this unit children will Use a range of basic dance actions with understanding. Work alone with guidance from the teacher to create movement ideas. Use different levels, directions and speeds and choose appropriate actions for the dance idea Understand and use contrasts in weight (dynamic elements). Talk about the dance and why they liked it, using appropriate vocabulary Skills will be acquired and developed each week through a different dance, which will build on previous learning.

### Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

### Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

### Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

### Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

### Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active

- to recognise and describe how their bodies feel during different activities.

### Expectations

#### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.



Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● to explore gymnastic actions and still shapes</li> <li>● to know how to carry and place apparatus</li> <li>● to watch, copy and describe what they and others have done.</li> </ul>	<p>Sit in space – keep feet together + stand up without using hands. Try rocking backwards and forwards to stand up. (Curl body into shape to rock). Can you rock on other body parts? Curl up on knees – rock gently from side to side, roll over + back to starting position. Explore different ways of rocking on body parts.</p> <p>Transform rocking to use low apparatus – travelling in + out, underneath, over and around. Travel in a bouncing way.</p> <p>Move around the room + freeze taking the weight onto different body parts. Which parts of the body can you rock on? Stand up, sink down, roll over, stand up again. Try to do it smoothly? Introduce compass directions for rolling in different directions – chn to use mats.</p> <p><b>See also: Matalan cards – hold and control</b></p>
<ul style="list-style-type: none"> <li>● to spin, rock, turn and roll with control, on various parts of the body.</li> <li>● To plan and link a series of movements together.</li> <li>● To adapt work from the floor safely onto apparatus.</li> </ul>	<p>Chn to use benches – practice how to land when jumping off the apparatus. Chn can jump on + off.</p> <p>Run in and out of each other – jump up into a space to land on 2 feet. Make different shapes in the air. Jump into a space then sink down and roll over. Think about what shapes can be made. Chn to travel in different directions and move creating different shapes.</p> <p>Explore using low apparatus – traveling in different directions + creating shapes. Chn to create a sequence of movements over and under low apparatus. Join together with a partner and create your sequence.</p> <p>Find out how many different ways you can curl up to roll on a mat. Can you start the roll on a different part of your body? Can you make a roll that is a different shape – sausage shape etc... can you make a starting shapes and end in the same shape after you have made a roll?</p> <p>Using benches, top of the box, mats, and ladders show and demo your sequence of shapes.</p> <p><b><u>PE assessment</u></b></p>

	<p><b>See gymnastics core skills – activity 3 and 4</b> - print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>make a sequence using elements</u></p> <p><u>perform with a partner</u></p>
<ul style="list-style-type: none"> <li>●</li> <li>● to copy or create and link movement phrases with beginnings, middles and ends</li> <li>● to know how to carry and place apparatus</li> <li>● to watch, copy and describe what they and others have done</li> <li>● to spin, rock, turn and roll with control, on various parts of the body.</li> <li>● To plan and link a series of movements together.</li> <li>● To adapt work from the floor safely onto apparatus.</li> <li>● To be able to roll from and to different positions.</li> </ul>	<p>Can you find ways of traveling with hands and feet touching the floor? Change the direction in which you travel. Moving forwards, backwards and to the side.</p> <p>Show examples of simple hand / foot movements for the class to copy. A class activity where they all move to the right with their hand / foot movements before moving to the left or forwards or backwards can be used at this point. Note the variety of body shapes adopted. Look for curved and zigzag, pathways. Begin in a stretched position taking up as much space as possible and step into a small position. Roll on the floor and stretch out again. Repeat the same sequence of movements.</p> <p>Task 1 : Working with a partner chn are asked to create a forward roll by changing the position of their legs at the beginning of the roll and landing in the same position. Examples : Pike position , Crossed legs, Straddle, 1 legged, one leg up (as in an airplane stand or arabesque), Scissors (feet in a forward and back position). At the end of a specified time limit ask groups to present their results. Have all of the chn practice each new roll at the completion of each presentation.</p> <p>Task 2 : Challenge the chn to start a forward roll with the legs in one position and end with the legs in another position. eg. Start in a tuck position, end in a straddle position and stand.</p> <p>Task 3 : Challenge the chn to combine three forward rolls, changing the leg position before each new roll. eg. Start in a straddle position, roll to a tuck position, roll to a crossed leg position and stand.</p> <p><b>See also: Matalan cards – jumping jacks...</b></p>

<ul style="list-style-type: none"> <li>● to demonstrate gymnastic actions and still shapes</li> <li>● to create, link and perform movement phrases with beginnings, middles and ends</li> <li>● to know how to carry and place apparatus</li> <li>● to watch, copy and describe what they and others have done</li> <li>● To travel, balance and jump confidently showing a variety of body shapes.</li> </ul>	<p>Make a s many different shapes as you can standing or on the floor. How can you make it longer? Make as many different long shapes as you can. Chn can use different body parts to take the weight. Can you make a long thin shape? Choose 2 long thin positions and ask chn to move smoothly from one to the next by counting to 8.</p> <p>Travel in and out of high apparatus. Stop and create a long thin shape. Repeat using all apparatus.</p> <p>Can you travel long and thin in different ways? What other stretched shape can you make? WIDE and STRETCHED. Try out ideas for wide and stretched shapes. Can you choose 2 and move from one to the other by counting to 8? Practice running and jumping and making a wide shape in the air.</p>
<ul style="list-style-type: none"> <li>● To create body shapes in different levels of space.</li> <li>● To travel using different shapes.</li> <li>● To demonstrate different wide, narrow and curled shapes on high and low apparatus.</li> </ul>	<p>Using low apparatus chn to experiment with creating wide shapes along benches, jumping off and creating a stretched shape in the air – use the crash mat to jump off the top of the box.</p> <p>Run in and out of each other into a space, hold a wide shape for 3 secs then move again. Chn to choose when to move and when to balance. Repeat with narrow shapes. can you travel long and thin into a shape then wide and short into another? What other shapes could we do? (curled). Chn to practice their shapes.</p> <p>Using apparatus chn to practice traveling in different ways starting with long and then and moving to short and wide.</p> <p>Start by lying down on the floor. Can you show me a wide, narrow, curled shape close to the ground? Can you show me a wide, narrow, curled shape not close to the ground? Chn to show a shape and then jump, creating another shape and then sink down onto the floor to create their final shape.</p>
<ul style="list-style-type: none"> <li>● to move confidently and safely in their own and general</li> </ul>	<p>Using mats with a partner create a sequence of both your ideas.</p>

space, using changes of speed, level and direction

- to perform movement phrases using a range of body actions and body parts
- to recognise how their body feels when still and when exercising
- to watch, copy and describe what they and others have done
- To create a sequence of movements on high and low apparatus.

Travel along the floor using your feet and hands. Practice making different shapes as you travel. Make a curled shape and roll into another shape. Use knowledge of different shapes and rolls to create a sequence of movements with a partner on the mats.

**Task:**

Over 2 weeks ask chn to use their learning to create a sequence of movements with their partner on high and low apparatus. They should include:

Wide shapes,

Narrow shapes

Curled shapes

Wide traveling

Narrow traveling

Linking movements.

Shape jumps

They should make sure each child takes on a different part and their sequences are linked together.

**PE assessment**

**See gymnastics core skills – activity 5 and 6** - print out activity and leader notes for chn to use as part of an assessment.

perform a sequence of contrasting actions

perform a sequence at different speeds

**Manor Primary School**  
**PE Year 2: Dance – moods and feelings**

**Overview of the Learning:**

**In this unit children** will Use a range of basic dance actions with understanding. Work alone with guidance from the teacher to create movement ideas. Use different levels, directions and speeds and choose appropriate actions for the dance idea Understand and use contrasts in weight (dynamic elements). Talk about the dance and why they liked it, using appropriate vocabulary Skills will be acquired and developed each week through a different dance, which will build on previous learning.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

**Pupils should be taught to acquire and develop skills by:**

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

**Pupils should be taught to select and apply skills, tactics and compositional ideas:**

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

**Evaluating and improving performance.**

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

**Knowledge and understanding of fitness and health.**

Pupils should be taught to:

- how important it is to be active

- to recognise and describe how their bodies feel during different activities.

### Expectations

#### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

Learning Objectives	Suggested Learning Opportunities
<p>To describe what happens to their breathing and their body temperature</p> <p>To recognize that dance is active and that changes occur in their body</p> <p>To understand why we warm up before dancing</p>	<p>Discuss how warm ups help the body and mind prepare for dance</p> <p>Laugh a minute (Top Dance) – silly walks – use pictures from comics, pictures on page 43/44 top dance Handbook music 0 Madness - Divine Madness/Scott Joplin – Black and White Rags/Time to Dance - Clowns</p> <p>Pretend to put socks on slowly/quickly. Wave very slowly/quickly with both hands in the air. Move around the room quickly and slowly</p> <p>Drawing numbers or shapes in the air, creating and changing shapes made with the whole or parts of the body. Traveling actions to trace numbers on the floor, turning, sinking, rolling</p> <p>Whole body stretching – See Top Dance Handbook page 26</p> <p>Play with balloon – throwing in the air etc</p> <p>Talk about temperature and breathing - (Top dance handbook page 27)</p> <p>See also: matalan cards – laugh a minute</p>
<p>To use different levels, directions and speeds.</p> <p>To touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses.</p> <p>To improvise an idea – display an immediate response.</p> <p>To choose appropriate movements to convey the dance idea.</p>	<p><b>THE CAT</b></p> <p>Stimulus - Pictures of cats in different positions</p> <p>Music - Primary School Dance – Year 2 – The Cat. Write Dance - Cats</p> <p><u>Developing skills</u></p> <p>Run fast and controlled on toes with small steps. (play tambourine for children to move to)</p> <p>Find different ways to move slowly – slide, log roll, etc.</p> <p>Practice moving body parts slowly– arm, both arms, shoulders, legs, whole body until they cannot hear it any longer.</p> <p>Think of positions a cat might sleep in (lying on side, lying on body, curled, stretched, sitting). Practice moving slowly from one position to another.</p>

	<p>Think of how a cat wakes up and practice slowly stretching body parts one by one.</p> <p>Cat moves quickly – high, low, forwards, backwards, sideways. Stop in a pointing position.</p> <p><u>Creating a dance to music</u></p> <p>Use the movements and positions practiced to create a dance.</p> <p>Deal a dance cards could be given to children to help them with ideas, techniques and sequencing</p> <p><u>Extension and Development</u></p> <p>Practice fast controlled movements of a cat chasing a ball, jumping/pouncing for a ball – see dance Techniques pink cards - Jump. Walk slowly away from the ball. Curl up.</p> <p>Add these new movements to the original dance.</p> <p><b><u>PE assessment</u></b></p> <p><b>See dance core skills – activity 2 and 3</b> - print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>make a dance to show different moods</u></p> <p><u>make a dance that looks like machinery</u></p>
<p>To respond to a stimuli</p> <p>To create a dance using a range of actions</p> <p>To select movements to create a dance</p> <p>To work co-operatively with a partner</p> <p>To talk about dances using appropriate vocabulary</p>	<p><b>THE BALLOON</b></p> <p>Music - The Balloon – Primary School Dance – Year2. Time to Dance – Balloons.</p> <p>Stimulus - Watch a balloon being blown up and deflated, then blown up again and let float around the room.</p> <p><u>Developing skills</u></p> <p>Make flat balloon shapes with the body – flat, thin, round, long, curved, twisted.</p> <p>Practice moving as if the balloon is being blown up, remembering to stop in-between each breath, hold a still shape when the balloon is fully inflated. Practice deflating the balloon, slowly to finish in a floppy shape. Practice this to the music</p> <p>Blow up a balloon and let it go – discuss how it moves. Children to practice moving quickly – whirling, whizzing, flying etc.</p>



	<p>Practice moving as if blowing up the balloon until it bursts.</p> <p><u>Creating a dance to music</u></p> <p>Use the movements and positions practiced to create a dance.</p> <p>Deal a dance cards could be given to children to help them with ideas, techniques and sequencing</p> <p><u>Extension and Development</u></p> <p>Practice the dance using counting in 8's to keep to the rhythm of the music</p> <p>Work in pairs – inflate each other</p> <p>Work in fours – one after the other, follow the leader</p> <p>Work as a whole class making group shapes</p>
<p>To use a range of basic dance actions with understanding</p> <p>To choose and link actions appropriate for the dance idea.</p> <p>To demonstrate strong/light, quick/slow movements</p> <p>To work in pairs</p>	<p><b>REACH FOR THE STARS</b></p> <p>Music – Primary school Dance – music – Year2 – Reach for the Stars. Cornerstones space music used for Deadly Friend. Time To Dance - Satellites</p> <p>Stimulus – pictures of space rockets, discuss of space travel, gravity, weightlessness</p> <p><u>Developing skills</u></p> <p>Explore individually and in pairs the shape of a space rockets waiting on its launch pad</p> <p>Explore counting down to launching and exploding in the air</p> <p>Explore strong traveling movements as the space rockets moves away from earths gravity</p> <p>Work with a partner – mirroring each other showing movements for pulling levers, pressing buttons, turning wheels</p> <p><u>Creating a dance to music</u></p> <p>In pairs put together the movement ideas to create a dance</p> <p>Deal a dance cards could be given to children to help them with ideas, techniques and sequencing</p>

	<p><u>Extension and Development</u></p> <p>Explore movements of the space ship landing on a planet – bouncing, side-to- side, turning, use different body parts.</p> <p>Explore opening the door of the space ship and then walking on the moon (follow my leader) – light and floaty, changing shapes.</p> <p>Imagine that the astronauts find something exciting – how do they react – frightened, happy, surprised.</p> <p>Put all the movements together in a dance to the music</p>
<p>to understand and perform simple basic traveling skills on feet.</p> <p>To use change of directions</p> <p>To work co-operatively in pairs to create a dance</p> <p>To understand and show the difference between sad and happy movements</p> <ul style="list-style-type: none"> <li>to watch and describe dance phrases and dances, and use what they learn to improve their own work</li> </ul>	<p><b>FRIENDS</b></p> <p>Music – Primary schools Dance Music – Year 2 – Friends.</p> <p>Stimulus - music</p> <p><u>Developing Skills</u></p> <p>Move around the room walking and skipping to the music</p> <p>With a partner skip by follow the leader</p> <p>Face each other/ stand side by side, create walking patterns – forwards, backwards, sideways. Keep to a rhythm of 8 counts</p> <p>Practice movements by holding hands or linking elbows.</p> <p>Make up ‘friends’ movements</p> <p><u>Creating a Dance to music</u></p> <p>Starting with no friends, then find a friend. Use the movements and traveling actions to create a dance.</p> <p>Deal a dance cards could be given to children to help them with ideas, techniques and sequencing</p>
<ul style="list-style-type: none"> <li>to respond to different stimuli</li> </ul> <p>To know and perform the basic dance actions with some understanding of mood and feeling</p>	<p><b>BUBBLES</b></p> <p>Music – Primary School Dance Music Year 2 - Bubbles</p> <p>Stimulus – Blowing bubbles. Colours of the rainbow. Pot of gold at the end of the rainbow. Poems/stories about rainbow.</p> <p>Watching bubbles being blown/floating</p>

Developing Skills

Make bubble shapes with the body.

Make the body shimmer, burst, pop, float, splatter, spiraling like a bubble.

In pairs - connect (two bubbles joined together), join different body parts

Creating a Dance to music

Use the movements and traveling ideas to create a dance.

Deal a dance cards could be given to children to help them with ideas, techniques and sequencing.

**PE assessment**

**See dance core skills – activity 4** - print out activity and leader notes for chn to use as part of an assessment.

Make a dance with characters, mirrors, fights!

# Manor Primary School

## PE Year 2: Tennis

### Overview of the Learning:

In this unit children will learn about the importance of being active when learning the basic skills in tennis. They will also learn to work as part of a team and to cooperate with others when working in pairs. They will develop skills in working within a given space and how to use a ball and racket correctly. The main teaching points will appear on the interactive DVD for children to refer to in all parts of the lesson. Each lesson includes a warm-up, agility, balance and coordination skills, a main theme and a game. They will also learn why we need to warm up before exercise and cool down afterwards and how to do this safely.

### Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

### Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

### Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

### Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

### Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

## Expectations

### Children can:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
- become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

**The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.**

Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● To be able to roll the ball to one another.</li> <li>● To be able to throw an underarm pass.</li> <li>● To throw an underarm pass and hit the ball back to a partner.</li> </ul>	<p><b>For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.</b></p> <p><u>Warm up</u></p> <p>Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.</p> <ul style="list-style-type: none"> <li>● Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> <li>● Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> </ul> <p><u>ABC – Agility, balance and co-ordination</u></p> <ul style="list-style-type: none"> <li>● Agility – sidestepping. 1 stay balanced, 2 sporty positions, 3 low to the ground, 4 head up. Easier – side stepping around the cones. Harder – chn side step in between the cones. Tips – leave spaces between chn. Point out it is not how fast they go, but how well they do it.</li> <li>● Balance – jumping. 1 bend knees, 2 drive arms into the air, 3 explode, 4 land balanced. Variation – jump on the right leg then swap. Harder – touch the floor between each jump.</li> <li>● Co-ordination – bounce catch. 1 watch the ball, 2 let ball drop to the floor, 3 cradle ball in both hands. Easier – side step around the cones, allow two bounces. Harder – go in between the cones. Tips – encourage chn to watch the ball and move with the ball. Get chn to say bounce out loud when the ball bounces and catch when they catch it.</li> </ul> <p><u>Lesson 1 – the forehand</u></p> <ul style="list-style-type: none"> <li>● Creating rallies – set up for throw, rolling rally, and bounce hit catch. For these activities chn facing their partner along the outside of the hall. Rallies involve playing in pairs, developing team work.</li> <li>● Throw to throw – low underarm throw, up and over the imaginary net, aiming at their partners racket. Chn score every time the ball lands on their partners racket (without a bounce). 1 in pairs, 2 aim for partners racket, 3 throw underarm, 4 low to high, 5 keep a score.</li> <li>● Rolling rally – chn roll the ball across the hall along the floor to one another. Using the racket to push the ball along. 1 ball on floor, 2 racket behind ball, 3 strings facing partner, 4 push ball to partner 5 stop ball with racket.</li> <li>● Bounce hit catch – one child throws the ball underarm to their partner who is standing opposite. The ball should bounce once before the hitter hits the ball back to the catcher. 1 stand sideways, 2 watch the ball move, 3 low to high push.</li> </ul> <p><u>Games – set up for games, golden shot, basketball and surf dudes.</u></p> <p>Split the class into 3 teams. (golden shot – ball at the side of cone, push ball through the cones to hit the end cone, Basketball – stand between cones, throw underarm into the basket, surf dudes – ball on racket, side step through the cones without ball falling off.</p> <p><u>Use STEPS to differentiate learning opportunities</u></p>

- To use a racket to push the ball away to a partner.
- To throw a ball underarm to a partner.
- To allow the ball to bounce once before hitting it with a racket.

**For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.**

**Warm up**

Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.

- Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.
- Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.

**ABC – Agility, balance and co-ordination**

- Agility – sidestepping. 1 stay balanced, 2 sporty positions, 3 low to the ground, 4 head up. Easier – side stepping around the cones. Harder – chn side step in between the cones. Tips – leave spaces between chn. Point out it is not how fast they go, but how well they do it.
- Balance – hopping. 1 bend knee, 2 use arms to balance, 3 push up into the air, 4 land gently.
- Co-ordination – skipping. 1 lift knees high, 2 light on toes, 3 head still, 4 opposite leg to opposite arm.

**Lesson 2 – the forehand**

- Rolling rally – set up for rolling rally. Chn face their partner along the hall, roll the ball across the hall along the floor to one another. Using the racket to push the ball along. 1 ball on floor, 2 racket behind ball, 3 strings facing partner, 4 push ball to partner, 5 stop ball with racket.
- Bounce hit catch – one child throws the ball underarm to their partner who is standing opposite. The ball should bounce once before the hitter hits the ball back to the catcher. 1 stand sideways, 2 watch the ball move, 3 low to high, 4 throw underarm.
- Living wall – 1 tow groups, 2 throwers behind cones, 3 hitters face throwers, 4 bounce hit catch, 5 hitters move to the next cone.

**Games – set up for games, golden shot, basketball and surf dudes.**

Split the class into 3 teams. (golden shot – ball at the side of cone, push ball through the cones to hit the end cone, Basket ball – stand between cones, throw underarm into the basket, surf dudes – ball on racket, side step through the cones without ball falling off.

Use **STEPS** to differentiate learning opportunities

**PE assessment**

**See games core skills – activity 5 and 6-** print out activity and leader notes for chn to use as part of an assessment.

Catch the ball before it bounces

**For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.**

**Warm up**

<ul style="list-style-type: none"> <li>● To control a ball by hitting it before it bounces.</li> <li>● To throw a ball underarm.</li> <li>● To keep the racket head up to hit the ball.</li> <li>● To watch and keep control of the racket and ball.</li> </ul>	<p>Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.</p> <ul style="list-style-type: none"> <li>● Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> <li>● Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> </ul> <p><b><u>ABC – Agility, balance and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>● Agility – jumping. 1 bend knees, 2 drive arms into the air, 3 explode, 4 land balanced.</li> <li>● Balance – side stepping. 1, stay balanced, 2 sporty position, 3 low to the ground, 4 head up</li> <li>● Co-ordination – hopping. 1 bend knee, 2 use arms to balance, 3 push up into the air, 4 land gently.</li> </ul> <p><b><u>Lesson 3 – the volley</u></b></p> <ul style="list-style-type: none"> <li>● Throwing and catching – set up for throwing and catching and throwing and volleying. A volley is where you hit the ball before it bounces. 1 watch the path of the ball, 2 underarm throw, 3 low to high, 4 no bounce, 5 bend knees.</li> <li>● Catching in cones – 1 watch the ball move, 2 underarm throw, 3 no bounce, 4 cradle ball in cone.</li> <li>● Throwing and volleying. 1 throw underarm, 2 keep racket head up, 3 watch the ball move, 4 push the racket out in front of you.</li> <li>● Living wall – 1 keep racket head up, 2 push racket out in front of you, 3 no bounce, 4 hitters move to next cone</li> </ul> <p><b><u>If time - Games – set up for games, golden shot, basketball and surf dudes.</u></b></p> <p>Split the class into 3 teams. (golden shot – ball at the side of cone, push ball through the cones to hit the end cone, Basket ball – stand between cones, throw underarm into the basket, surf dudes – ball on racket, side step through the cones without ball falling off.</p> <p>Use <b><u>STEPS</u></b> to differentiate learning opportunities</p>
<ul style="list-style-type: none"> <li>● To use a low underarm throw to aim the ball at our partners racket.</li> <li>● To serve the ball to a partner.</li> <li>● To work together to achieve success with serving and catching.</li> </ul>	<p><b><u>For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.</u></b></p> <p><b><u>Warm up</u></b></p> <p>Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.</p> <ul style="list-style-type: none"> <li>● Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> <li>● Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> </ul> <p><b><u>ABC – Agility, balance and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>● Toe tap 1 tap each cone with toe, 2 move to the next cone, 3 keep balanced</li> </ul>



	<ul style="list-style-type: none"> <li>• Hand tap. 1 tap each cone with hand, 2 bend knees, 3 head up</li> </ul> <p><b><u>Lesson 4 – the serve</u></b></p> <ul style="list-style-type: none"> <li>• Throw to target. 1 in pairs, 2 aim for partners racket, 3 throw underarm, 4 low to high, 5 keep a score.</li> <li>• Serve to target. 1 hit the ball before it bounces, 2 strings facing target, 3 take turns to serve.</li> <li>• Serve to catch. 1 strings facing target, 2 hit the ball before it bounces, 3 roll the ball back.</li> </ul> <p><b><u>Games – set up for games, serving into the box, hit the wall, super aimer.</u></b></p> <p>Split the class into 3 teams. (serving into the box – serving up and over the imaginary net and landing in the box, hit the wall – serve to wall and make the ball catch the racket, super aimer – aim to throw the ball into the basket/target)</p> <p>Use <b><u>STEPS</u></b> to differentiate learning opportunities</p>
<ul style="list-style-type: none"> <li>• To consolidate key skills learnt in tennis.</li> <li>• To use agility, balance and co-ordination to play a team game.</li> <li>• To keep a score</li> </ul>	<p>Lesson 5 – festival (to be taught over 2 weeks)</p> <p><b><u>For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.</u></b></p> <p><b><u>Warm up</u></b></p> <p>Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.</p> <ul style="list-style-type: none"> <li>• Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> <li>• Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.</li> </ul> <p><b><u>ABC – Agility, balance and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>• Sidestep and clapping. 1 sidestep around cones, 2 hands clap above head, 3 head high, 4 arms and legs working together.</li> <li>• Powerskipping. 1 bend knees, 2 head high, 3 drive arms up, 4 push up from the ground, 5 balance and control.</li> </ul> <p><b><u>Lesson 5 – festival</u></b></p> <p><b><u>Games – set up for games golden shot, basketball and surf dudes, serving into the box, hit the wall, super aimer.</u></b></p> <p>Split the class into 3 teams. (golden shot – ball at the side of cone, push ball through the cones to hit the end cone, Basket ball – stand between cones, throw underarm into the basket, surf dudes – ball on racket, side step through the cones without ball falling off, serving into the box – serving up and over the imaginary net and landing in the box, hit the wall – serve to wall and make the ball catch the racket, super aimer – aim to throw the ball into the basket/target)</p> <p>Use <b><u>STEPS</u></b> to differentiate learning opportunities</p>

- To be able to roll the ball to one another.
- To be able to throw an underarm pass.
- To throw an underarm pass and hit the ball back to a partner.

**For each part of the lesson see interactive DVD and pause when appropriate for chn to follow commands and demonstrations.**

**Warm up**

Set up for jogging, changing direction, side stepping, jumping and bounce catch. For these activities the chn should always be facing to the inside of the hall, with their feet, hips and shoulders pointing to the middle of the hall. Remember to stress to chn the importance of the warm up.

- Jogging – being light on their feet, and being able to stop quickly and in control. Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.
- Changing direction – jogging but instead of stopping the chn then change direction. When changing direction chn should push off, be in control and stay balanced. Start the jogging with verbal command and then change direction by using a clap of the hands. Harder – jog in between the cones, increase the frequency of stopping.

**ABC – Agility, balance and co-ordination**

- Agility – sidestepping. 1 stay balanced, 2 sporty positions, 3 low to the ground, 4 head up. Easier – side stepping around the cones. Harder – chn side step in between the cones. Tips – leave spaces between chn. Point out it is not how fast they go, but how well they do it.
- Balance – jumping. 1 bend knees, 2 drive arms into the air, 3 explode, 4 land balanced. Variation – jump on the right leg then swap. Harder – touch the floor between each jump.
- Co-ordination – bounce catch. 1 watch the ball, 2 let ball drop to the floor, 3 cradle ball in both hands. Easier – side step around the cones, allow two bounces. Harder – go in between the cones. Tips – encourage chn to watch the ball and move with the ball. Get chn to say bounce out loud when the ball bounces and catch when they catch it.

**Lesson 1 – the forehand**

- Creating rallies – set up for throw, rolling rally, and bounce hit catch. For these activities chn facing their partner along the outside of the hall. Rallies involve playing in pairs, developing team work.
- Throw to throw – low underarm throw, up and over the imaginary net, aiming at their partners racket. Chn score every time the ball lands on their partners racket (without a bounce). 1 in pairs, 2 aim for partners racket, 3 throw underarm, 4 low to high, 5 keep a score.
- Rolling rally – chn roll the ball across the hall along the floor to one another. Using the racket to push the ball along. 1 ball on floor, 2 racket behind ball, 3 strings facing partner, 4 push ball to partner 5 stop ball with racket.
- Bounce hit catch – one child throws the ball underarm to their partner who is standing opposite. The ball should bounce once before the hitter hits the ball back to the catcher. 1 stand sideways, 2 watch the ball move, 3 low to high push.

**Games – set up for games, golden shot, basketball and surf dudes.**

Split the class into 3 teams. (golden shot – ball at the side of cone, push ball through the cones to hit the end cone, Basketball – stand between cones, throw underarm into the basket, surf dudes – ball on racket, side step through the cones without ball falling off.

Use **STEPS** to differentiate learning opportunities

**PE assessment**

**See net/wall core skills – activity 1, 2, 3-** print out activity and leader notes for chn to use as part of an assessment.

Push the ball over the line  
throw the ball and make it bounce twice  
watch the ball bounce and hit it back

**Manor Primary School**  
**PE Year 3 – Gymnastics**

**Overview of the Learning:**

**In this unit children** will focus on improving the quality of their gymnastic movement and develop them to create simple sequence. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. This unit lays the foundations for future gymnastic units, in which children will refine and combine their agilities and actions to answer set movement tasks. They will work with a partner on the floor and using apparatus. They will choose and adapt actions from their individual sequences to create sequences together. They will learn that strength and suppleness affect the performance of gymnastic actions, and will know whether or not the layout of apparatus is safe. In all physical education units, children will make simple assessments of their performance based on clear criteria that their teacher gives them.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**Pupils should be taught:**

Acquiring and developing skills

- apply and develop a broader range of skills such as running, jumping, throwing and catching in isolation and in combination and develop overall fitness and strength.
- perform dances using a range of movement patterns
- 

Selecting and applying skills, tactics and compositional ideas

- apply basic principles suitable for attacking and defending
- use compositional skills to create and perform a range of movement patterns
- solve problems and overcome challenges both as an individual and within a team

Evaluating and improving performance

- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- compare their performance with previous ones and demonstrate improvement in order to achieve their personal best

Knowledge and understanding of fitness and health

- be physically active for sustained periods of time
- develop flexibility, strength, stamina to be able to play in games, take part in performances,

overcome challenges and achieve personal bests

### Expectations

Children can:

- apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning Objectives	Suggested Learning Opportunities
<ul style="list-style-type: none"> <li>● To jump with accuracy from one foot to 2 feet.</li> <li>● To jump from 2 feet to 2 feet.</li> <li>● To jump from one foot and land on the opposite foot.</li> <li>● To jump and travel in different ways.</li> </ul>	<p>Stand with low apparatus then move onto high apparatus as unit progresses.</p> <p><u>See Matalan cards – landings, jumps leaps and turns</u></p> <p>Chn jump across stepping stones to cross the river. They must use a different jump each time. Ask the chn to use different routes across.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● Understand how to land using a ball of foot to heel action on landing.</li> <li>● bend knees on landing</li> <li>● Have sufficient space for their work and are aware of others when competing tasks.</li> <li>● show competence on floor before trying skills on apparatus.</li> </ul> <p>Describe how you maintain balance when changing direction and why this is important?  What is the best way to achieve height when jumping?  What can help you make your movements more fluid? Why?</p>
<ul style="list-style-type: none"> <li>● To roll in different ways with co-ordination and control.</li> <li>● To work as a team to roll with co-ordination.</li> </ul>	<p><b><u>See Matalan cards: rolling</u></b></p> <p>Teach the skills of rolling – pencil roll, dish roll, side roll from kneeling, teddy or circle roll, egg roll.</p> <p>Conveyor – teams of 4 or 5. Four team members lie face down side by side and shoulder to shoulder. Fifth member places hoop flat on ‘conveyor’ and then takes up position on end of line. On the word ‘go’ everyone rolls in unison in the same direction. This action moves the hoop down the line. As each member of the team becomes clear of the hoop they stand up and join the end of the line, thus continuing the length of the conveyor. Hoop to be delivered over a pre-agreed distance.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● how will you change the direction of your sequence?</li> </ul>

	<ul style="list-style-type: none"> <li>● what will determine which starting point you adopt?</li> <li>● How will you use your arms to stand up?</li> </ul> <p><b><u>PE assessment</u></b></p> <p><b>See gymnastics core skills – activity 5 and 6</b> - print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>Perform a sequence of contrasting actions</u></p> <p><u>perform a sequence at different speeds</u></p>
<ul style="list-style-type: none"> <li>● To demonstrate how to roll/bounce the ball when moving.</li> <li>● To move accurately over and under apparatus.</li> <li>●</li> </ul>	<p>See balls and beanies...hand apparatus 1 – bean bags and balls</p> <p>Teach a range of skills with balls and beanbags – see cards for ideas</p> <ul style="list-style-type: none"> <li>● roll and retrieve</li> <li>● finger ball walking</li> <li>● balance and bounce</li> <li>● flick and catch</li> <li>● bounce and retrieve</li> <li>● over and under</li> </ul> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>● move the ball around the floor and your body using your fingers for control and be able to work with either plan.</li> <li>● roll the ball with a smooth action</li> <li>● bounce the ball and push it towards the floor rather than ‘pat’ it</li> <li>● attempt throws and catches keeping the arm straight and release the ball when arm is at high oblique. Avoid grasping the ball, allow it to rest in cupped hand.</li> </ul>

<ul style="list-style-type: none"> <li>● To control a hoop, rope and ribbon with accuracy.</li> <li>● To create different shapes using the equipment.</li> <li>● to perform gymnastic actions while controlling different equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Make balances whilst keeping the ball bouncing.</li> </ul> <p><b>See top gymnastic cards: hand apparatus 2 – hoop, rope and ribbon</b></p> <p>Demonstrate the following – see card for more ideas</p> <ul style="list-style-type: none"> <li>● use rope to create a beam/tight rope</li> <li>● hoops</li> <li>● use ropes to make shapes</li> <li>● ropes</li> <li>● team swap</li> <li>● ribbons</li> <li>● use ribbons to make shapes.</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>● describe similarities and differences in actions that can be performed with each piece of apparatus.</li> <li>● compare different options</li> <li>● control of the hoop, ribbon and rope.</li> </ul> <p>See STEP to make it easier and harder</p>
<ul style="list-style-type: none"> <li>● To work with a partner to perform a series of balances</li> <li>● To perform balances where you take part of the weight from a partner.</li> </ul>	<p><b>See top gymnastics – working with a partner</b></p> <p>Demonstrate different skills:</p> <ul style="list-style-type: none"> <li>● with an against a partner</li> <li>● part body weight balances</li> <li>● around the grid</li> <li>● supported handstands</li> </ul>



	<ul style="list-style-type: none"> <li>● full body weight balances</li> </ul> <p><b><u>Think about:</u></b></p> <ul style="list-style-type: none"> <li>● observe partner working</li> <li>● engage in activities with no contact, eg, follow your partner, mirror each other.</li> <li>● Assist partner to balance without taking body weight – partner support balance</li> <li>● introduce concept of counter balance</li> </ul>
<ul style="list-style-type: none"> <li>● To be able to create a sequence of movements</li> <li>● To create different starting and finishing positions.</li> </ul>	<p><b><u>Introducing sequences</u></b></p> <p>See top gymnastic card – introducing sequences</p> <p>encourage chn to:</p> <ul style="list-style-type: none"> <li>● become proficient at a large number of basic skills and understand how sequences can be changed throughout the application of different spatial concepts.</li> <li>● be able to draw on movement patterns related to all five main areas of movement – jumping, balancing, rolling, taking weight on hands, and hanging/climbing/swinging</li> </ul> <p>Create a sequence together with your partner. Finish your sequence moving apart from your partner. Include at least 4 elements following an L-shaped pathway.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● continuing a range of movements.</li> <li>● starting positions</li> <li>● end positions</li> <li>● describing each element as you perform.</li> <li>● performing with co-ordination</li> <li>● join with another pair to combine routines</li> <li>● use a range of equipment</li> </ul>

PE assessment

**See gymnastics core skills – activity 7 and 8** - print out activity and leader notes for chn to use as part of an assessment.

Perform a sequence with 6 elements

Perform with a partner from start to finish

## Manor Primary School

### PE Year 3 – net/wall games

#### Overview of the Learning:

In this unit children will learn to strike a ball with reasonable control and accuracy at a target or over a net. Select and use appropriate basic shots in different situations. Understand simple principles and tactics and use them effectively in a game activity. Play confidently and competitively in small sided games. The children will perform basic skills needed for the net/wall game with increasingly control and consistency. They will understand and use rules and keep games going, and will understand the way they play and how they can improve their skills.

<p><b>Core Aims</b></p> <ul style="list-style-type: none"> <li>▪ develop competence to excel in a broad range of physical activities</li> <li>▪ are physically active for sustained periods of time</li> <li>▪ engage in competitive sports and activities</li> <li>▪ lead healthy, active lives.</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> <li>▪ apply and develop a broader range of skills such as running, jumping, throwing and catching in isolation and in combination and develop overall fitness and strength.</li> </ul> <p><u>Selecting and applying skills, tactics and compositional ideas</u></p> <ul style="list-style-type: none"> <li>▪ apply basic principles suitable for attacking and defending</li> <li>▪ use compositional skills to create and perform a range of movement patterns</li> <li>▪ solve problems and overcome challenges both as an individual and within a team</li> </ul> <p><u>Evaluating and improving performance</u></p> <ul style="list-style-type: none"> <li>▪ develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</li> <li>▪ compare their performance with previous ones and demonstrate improvement in order to achieve their personal best</li> </ul> <p><u>Knowledge and understanding of fitness and health</u></p> <ul style="list-style-type: none"> <li>▪ be physically active for sustained periods of time</li> <li>▪ develop flexibility, strength, stamina to be able to play in games, take part in performances, overcome challenges and achieve personal bests</li> </ul>
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#### Expectations

Children can:



- apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning Objectives	Suggested Learning Opportunities
WARM UP TO BE COMPLETED EVERY LESSON	Before every session – chn to warm up appropriately using a range of key multi skill movements. Discuss the importance of warming up with the chn.



<ul style="list-style-type: none"> <li>To warm up the body ready for exercise.</li> </ul>	<p>Remind children of ABC's (Agility, balance, co-ordination) – chn could use FUNs cards to help them warm up before key tasks.</p>
<ul style="list-style-type: none"> <li>To control a variety of balls in accuracy.</li> <li>To bounce and catch a ball with control.</li> <li>To aim a ball over and in a target.</li> </ul>	<p>Take out a ball and hoop. Put hoop on the ground. Walk between hoops and show how you can use the ball in different ways. (throwing, catching, dribbling, bouncing etc). Remember to keep the ball ahead of you. Look at ways to move in different ways with the ball – vary the types of balls. Stand inside the hoop and bounce the ball around the hoop, in and out of the hoop. Catch the ball before it touches the ground again. Add a person to join into the development of skills. Think STEP to differentiate.</p> <p>Move chn on to a game task – throw ball over a bench/line (something to represent a net) ball must bounce before it is caught. How many passes can you make?</p> <p><b><u>Matalan cards – are you ready?</u></b> In pairs with one player in a goal marked with two safety markers. The player in the goal gets into the ready position. The other player throws the ball or shuttlecock somewhere between the two safety markers. The player in the goal moves to catch it, returns the ball or shuttlecock and gets back to the centre of the goal in the ready position. See how many catches each player can make. Make progress by getting the player in the goal to either catch the ball/shuttlecock or return it using a racket.</p> <p><b><u>Think about</u></b></p> <ul style="list-style-type: none"> <li>How did you move to catch the ball/shuttlecock?</li> <li>Why would you want to be in a ready position?</li> <li>What will determine which stroke you choose to use/how to catch the ball?</li> <li>What will help you get the ball/shuttlecock to your intended target?</li> </ul>
<ul style="list-style-type: none"> <li>To use a range of skills to bounce and catch a ball.</li> <li>to develop fundamental movements skills and become increasingly competent and confident.</li> </ul>	<p>Use a variety of sized balls</p> <p>Practise bouncing balls around the room in different directions and ways. Introduce cones/targets for the chn to bounce around or under. Pat the ball up in the air without it falling to the ground. How many times can you do it? Change the ball and vary the distance to pat the ball.</p> <p>Move between hoops allowing balls to bounce down and up with control from hands.</p> <p>Set up a game activity using bench/line as a net. Throw the quoit over the line to your partner. Can you catch it without it bouncing? How many successful catches can you do? vary the distance.</p> <p><b><u>PE assessment</u></b></p> <p><b>See net/wall games core skills – activity 1 and 2-</b> print out activity and leader notes for chn to use as part of an assessment.</p> <p><u>Push the ball over the line</u></p> <p><u>Make a throw and make it bounce twice</u></p>

<ul style="list-style-type: none"> <li>● To explore ways to move with a bat and ball.</li> <li>● To control a ball by bouncing upwards and downwards.</li> <li>●</li> </ul>	<p>Take out a bat and ball and show how to use it correctly. Chn to move around the room to demonstrate different skills – rolling bouncing down on the floor etc.</p> <p>Walk around balancing the ball on the bat. Change pace and direction whilst balancing the ball. Look at ways to bounce the ball downwards and upwards without dropping the ball. Introduce a partner to see if chn can control the ball to each other.</p> <p>Set up a net/bench between players. Use a large sponge ball – chn to bounce it over the net to each other. Can you ensure it bounces and then you hit the ball with your hand back? Can you use a controlling bounce?</p> <p><b><u>Matalan cards – flights and arrivals</u></b></p> <p>Two pairs with each person standing on the side of a square. The pairs facing each other throw a ball between them. Each pair tries to get their ball to hit the other when the balls are at their highest point. Four targets</p> <p>Mark four targets at the corners of a square. Two players, each standing between the targets. Each player tries to throw a beanbag into one of their opponent’s targets. Short and long In each half of an area mark two targets, one at the back and one at the front. Have one player each side of the court standing between the targets. Each player tries to throw a beanbag into one of their opponent’s targets.</p> <p><b><u>Think about:</u></b></p> <ul style="list-style-type: none"> <li>● What is the quickest way to turn your body? Why would you need to know this?</li> <li>● Why do you need to be ready to move in any direction?</li> <li>● What techniques did you use to try to get the balls to hit one another?</li> <li>● What will help you to reach the same target repeatedly?</li> </ul>
<ul style="list-style-type: none"> <li>● To hit a ball with a bat over a net.</li> <li>● To hit a target with a ball.</li> <li>● To investigate body position when hitting a ball over a target.</li> </ul>	<p>Develop the skills of using a bat and different sized balls.</p> <p>Hit a ball continuously upwards as you are moving? How can you make it harder? higher bounces? travel in different directions? travel at different speeds? use the other hand?</p> <p>Hit the ball against the wall or a target. Can you let it bounce again before you hit it? Can you work with your partner to hit the ball against a target by talking turns?</p> <p>Add hoops to each pair and increase the targets you need to hit. Use ropes to create a net for chn to hit over – could use 2 ropes for chn to make the ball bounce in-between the ropes.</p>
<ul style="list-style-type: none"> <li>● To be able to throw a ball over a net.</li> <li>● To be able to throw a ball at a distance.</li> <li>● To develop skills in a challenging situation.</li> </ul>	<p>Select a piece of equipment and demo how to use it around the room. Vary the equipment for the chn to demonstrate. Demo how to throw a ball/beanbag over a net. Look the different types of throws for the balls to go over the net. Look at how to make the ball bounce when it is over the net.</p> <p>Think about:</p>

	<ul style="list-style-type: none"> <li>● using it slowly?</li> <li>● using it quickly?</li> <li>● using it on the move?</li> <li>● throwing at a distance</li> <li>● throwing at a height</li> <li>● developing body positions</li> <li>● understanding how to improve</li> </ul> <p>Easier - Use larger ball/stand closer to the net. Harder – play on a larger area/higher net/add 2 bounces in.</p> <p><b><u>Matalan cards – getting a grip</u></b></p> <p>Free fall Start with the ball in two hands. Let the ball drop and catch it after a set number of bounces.</p> <p>Park the car Place the ball on the racket and roll it around. Try and move the ball into the neck of the racket.</p> <p>Caterpillar In fours. The first player puts the ball on the racket and moves to the front of the line.</p> <p>When at the front this player passes the ball to the next player’s racket. The ball moves down the line to the end and then the end player moves to the front. Continue until everyone has had a turn or a set distance has been covered.</p> <p><b><u>Think about:</u></b></p> <ul style="list-style-type: none"> <li>● When you stop at the front of the line how do you keep the ball from falling off your bat/racket?</li> <li>● How can you use your whole body to help keep the ball on the bat/racket when moving and</li> <li>● why would you do this?</li> <li>● How and why would you receive the ball on the opposite side of the body to the side you are holding</li> <li>● the bat/racket?</li> <li>● How can you make your movements smoother between bounces and why would you want to do this?</li> </ul>
<ul style="list-style-type: none"> <li>● To be able to catch the ball before it lands on the target</li> <li>●</li> </ul>	<p><b><u>Matalan cards – roving returns</u></b></p> <p>Air ball</p> <p>In pairs rally hand to racket. Rally score ends when the ball or shuttlecock hits the ground. On the bounce</p> <p>A ball is thrown to the partner. The ball is hit back so it can be caught after one bounce. Volley and catch</p>

	<p>The ball is thrown high to a partner who volleys it back to the feeder who catches it. Five turns and swap roles. Rebound and catch The ball is thrown at a wall for the partner to hit back.</p> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>• How and why would you change your movements if you had to hit the ball without a bounce?</li> <li>• How can you and why do you need to be ready early?</li> <li>• How will and why would you anticipate where the ball is going to go?</li> <li>• What is the difference between a smooth and a hesitant action?</li> </ul>
<ul style="list-style-type: none"> <li>• know and understand that throws should be different depending on where you want the ball to land</li> <li>• continue to develop fundamental movement skills and become increasingly competent and confident</li> <li>• apply and develop a broader range of skills, learning how to use them in different ways</li> <li>• be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other</li> <li>• start to develop an understanding of how to improve, and learn how to evaluate and recognise their own success.</li> </ul>	<p><b><u>Matalan cards – rebound ready</u></b></p> <p>In pairs. One player throws the ball against a wall or suitable surface. The other player moves into position and catches the ball before it bounces or after one or two bounces. Work together to see how many successful catches can be made.</p> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>• What will you have to change if you catch the ball without a rebound? Why would you do this?</li> <li>• Why is it important to get back to a ready position after playing the ball?</li> <li>• Why might you catch with different hands or both hands?</li> <li>• How can you throw the ball to make it easier to receive? Why would you do this?</li> </ul> <p><b><u>Matalan cards – in and out</u></b></p> <p>In pairs, playing in a defined area with boundary lines. One player feeds the ball from one side of the court. The other player has to hit the ball back into court. Each player has five turns and then swap. Make progress by trying to hit the ball into smaller areas (half court, back court, etc).</p> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>• How will you move quickly back to the ready position once you have hit the ball/shuttlecock?</li> <li>• What is the best position to be in when getting ready to hit the ball/shuttlecock? Why?</li> <li>• How can you use your body to make a more forceful shot?</li> <li>• What is the best position to move back to once you have hit the ball/shuttlecock?</li> </ul>



PE assessment

**See net/wall games core skills – activity 3, 4, 5-** print out activity and leader notes for chn to use as part of an assessment.

Watch the ball bounce and hit it back

Catch the ball before it lands on the target

**Manor Primary School**  
**PE Year 3 – Tri golf/multi skills**

**Overview of the Learning:**

**In this unit children will** gain the experience of appropriate FUNdamental movement abilities to help them develop physical competence. They will include simple activities and games which will provide deliverers with a fun and exciting way of presenting this important work for children. This unit of learning can also be used as challenges for key stage 2 within the framework. They will develop the range and quality of their skills and understanding. They learn how to play the different strokes involved in tri golf.

In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball to reach a target.

**Core Aims**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**Pupils should be taught:**

Acquiring and developing skills

- apply and develop a broader range of skills such as running, jumping, throwing and catching in isolation and in combination and develop overall fitness and strength.

Selecting and applying skills, tactics and compositional ideas

- apply basic principles suitable for attacking and defending
- use compositional skills to create and perform a range of movement patterns
- solve problems and overcome challenges both as an individual and within a team

Evaluating and improving performance

- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
- compare their performance with previous ones and demonstrate improvement in order to achieve their personal best

Knowledge and understanding of fitness and health

- be physically active for sustained periods of time
- develop flexibility, strength, stamina to be able to play in games, take part in performances, overcome challenges and achieve personal bests

## Expectations

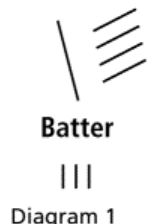
Children can:

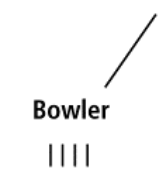
- apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Learning Objectives	Suggested Learning Opportunities
<p>WARM UP TO BE COMPLETED EVERY LESSON</p> <ul style="list-style-type: none"> <li>To warm up the body ready for exercise.</li> </ul>	<p>Differentiate ways to warm up the body by using a range of movements. Warm up to be completed at the start of each lesson.</p>
<p>To develop the range and consistency of their skills, especially in specific striking games</p> <p>to know how to warm up</p> <p>to evaluate strengths and weaknesses in their own and others' performances and suggest improvements</p>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills ABC – agility, balance and co-ordination Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p>Teach them how to grip the golf stick to control it. Help them to grip the stick according to the stroke they require. Teach them different ways of striking the ball using a golf stick. Play games in small groups/pairs that require different ways of striking the ball using the golf stick.</p> <p>Help them to hit the ball accurately into spaces, and to different parts of the field. Teach them how to position their bodies and their feet to hit the ball accurately. Talk to the children about their understanding of fitness and health. Teach them what types of fitness they most need for playing golf. Help them to identify what is the same and what is different about how their bodies work in each of these parts of the game.</p>
<p>to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting</p> <p>use different ways of striking the ball</p> <p>vary the stroke according to the situation</p> <p>hit the ball over different distances</p> <p>direct the ball, using different angles and speeds</p> <p>make up their own warm up and explain how it is organised</p> <p>recognise their own and others' strengths</p>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills ABC – agility, balance and co-ordination Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p>Recap over key skills. Help the children to think about hitting the ball over different distances. Help them to gauge when and how far to hit the ball. Teach them when to use attacking shots and when to defend. Help the children to pick out and describe what is successful in a game. Ask them what they feel they do best and where they lack confidence. Listen to their views on what parts of their play they need to improve. Teach them practices to help them improve.</p> <p><b><u>PE assessment</u></b> <b>See striking and fielding games core skills – activity 1 and 2-</b> print out activity and leader notes for chn to use as part</p>

	<p>of an assessment.</p> <p><b>For trigolf these core activities need to be adapted appropriately – please look at the game and think about the key skills they can be achieved.</b></p> <p><u>Hit the ball and jump into the hoop until the ball is returned</u></p> <p><u>Hit the ball and run until the ball is returned</u></p>
<ul style="list-style-type: none"> <li>• to develop the range and consistency of their skills, especially in specific striking and fielding games</li> <li>• to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</li> <li>• to understand what to include in a warm up in order to improve performance</li> <li>• to evaluate strengths and weaknesses in their own and others' performances and suggest improvements</li> </ul> <p>bat effectively, using different types of shot</p> <ul style="list-style-type: none"> <li>• field with increased accuracy</li> <li>• throw overarm with accuracy and for a good distance</li> <li>• plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</li> <li>• gauge when to run after hitting the ball</li> <li>• use tactics which involve bowlers and fielders working together</li> <li>• make up their own warm up and explain how it is organised</li> </ul>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills</p> <p>ABC – agility, balance and co-ordination</p> <p>Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p><b>Focus on chipping – over the river, grand national</b></p> <p>Ask the children to play games using familiar equipment. Listen to their views on which equipment they like best. Help the children to retrieve, intercept and stop a ball when fielding. Teach them to get their body behind the ball. Help them to catch the ball with two hands and, when necessary, with one hand. Help them to throw the ball overarm efficiently when fielding.</p> <p>Listen to their views on which tactics work best for them. Ask the children to explain the rules of the games. Encourage them to keep the rules.</p> <p>Help them to evaluate their performance in different parts of the game, <i>eg batting, bowling and fielding</i>. Help them to recognise how each of these activities makes their bodies work differently. Listen to the children's views on adapting games to make them easier or harder.</p> <p>Ask the children to warm up independently, using activities which focus on the types of fitness they need in the games.</p> <p>As part of these unit chn to complete trigolf competition – plan in at least 2/3 weeks for this.</p>

<ul style="list-style-type: none"> <li>• identify what they need to improve in their performance and suggest how they could do this</li> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• to use the range and consistency of skills, especially in specific striking and fielding games</li> <li>• to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</li> <li>• to understand why exercise is good for their fitness, health and wellbeing</li> <li>• to evaluate strengths and weaknesses in their own and others' performances and suggest improvements</li> <li>• know the importance of particular types of fitness to the game</li> </ul> <p>Also to cover the learning outcomes from previous weeks.</p>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills  ABC – agility, balance and co-ordination  Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p><b><u>Task (develop the game over 2 weeks)</u></b>  The aim of this game is for a pair (one batter and one runner) to score as many runs as possible.  Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base.  After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.</p> <div style="text-align: center;">  <p><b>Batter</b></p> <p>Diagram 1</p> </div> <p>Ask the children to:</p> <ul style="list-style-type: none"> <li>• run between bases that are closer together; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)</li> <li>• run round bases set in a circuit, as in rounders; give a point for each base reached</li> <li>• use equipment with which they can be successful, <i>eg different size and weight bats or rackets, softer or harder balls,</i></li> </ul>

	<p><i>smaller or larger balls</i></p> <ul style="list-style-type: none"> <li>• use positive scoring systems, so that players are not rewarded for their opponent's mistakes</li> </ul> <p><b>Challenge:</b> run between bases that are further apart; hit the ball into a smaller area; try to bowl the batter out; play with a larger number of fielders</p>
<p>to use the range and consistency of their skills, especially in specific striking and fielding games</p> <ul style="list-style-type: none"> <li>• to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</li> <li>• to understand why exercise is good for their fitness, health and wellbeing</li> <li>• to evaluate strengths and weaknesses in their own and others' performances and suggest improvements</li> </ul>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills  ABC – agility, balance and co-ordination  Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p><b>Task (develop the game over 2 weeks)</b>  The aim of this game is for pairs to score as many runs as possible in an innings of a set length.  Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, <i>eg 12 balls, 24 balls</i>. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add to when batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.</p> <div style="text-align: center;"> <p><b>Hitter Zone</b></p>  <p><b>Bowler</b></p> <p>    </p> <p>Diagram 2</p> </div> <p>Ask the children to:</p> <ul style="list-style-type: none"> <li>• use a 360° arc for play; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)</li> <li>• play the game with the rule that the batting team is out when it is caught, bowled or run out. Give more lives to less able children, and fewer lives to more able children</li> <li>• use overarm bowling</li> <li>• introduce or remove a boundary</li> </ul>

	<ul style="list-style-type: none"> <li>• use a bonus points system for good fielding or bowling, so that pairs can add to their score when fielding or bowling, as well as when batting</li> <li>• use equipment with which they can be successful, <i>eg different size and weight bats or rackets, softer or harder balls, smaller or larger balls</i></li> <li>• use positive scoring systems</li> </ul> <p><b>Challenge:</b> use a 180° arc for play; hit the ball into a smaller area; try to bowl the batter out when bowling; play with a larger number of fielders</p>
<p>To develop the range and consistency of their skills, especially in specific striking games</p> <p>to know how to warm up</p> <p>to evaluate strengths and weaknesses in their own and others' performances and suggest improvements</p>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills ABC – agility, balance and co-ordination Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p>Teach them how to grip the golf stick to control it. Help them to grip the stick according to the stroke they require. Teach them different ways of striking the ball using a golf stick. Play games in small groups/pairs that require different ways of striking the ball using the golf stick.</p> <p>Help them to hit the ball accurately into spaces, and to different parts of the field. Teach them how to position their bodies and their feet to hit the ball accurately. Talk to the children about their understanding of fitness and health. Teach them what types of fitness they most need for playing golf. Help them to identify what is the same and what is different about how their bodies work in each of these parts of the game.</p>
<p>to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting</p> <p>use different ways of striking the ball</p> <ul style="list-style-type: none"> <li>• vary the stroke according to the situation</li> <li>• hit the ball over different distances</li> <li>• direct the ball, using different angles and speeds</li> <li>• make up their own warm up and explain how it is organised</li> </ul>	<p>Multi skills – use multi skills cards and FUNS cards to differentiate multi –skills ABC – agility, balance and co-ordination Teach the multi skills first and then look at tri golf key skills that can be incorporated.</p> <p>Recap over key skills. Help the children to think about hitting the ball over different distances. Help them to gauge when and how far to hit the ball. Teach them when to use attacking shots and when to defend. Help the children to pick out and describe what is successful in a game. Ask them what they feel they do best and where they lack confidence. Listen to their views on what parts of their play they need to improve. Teach them practices to help them improve.</p>



- recognise their own and others' strengths

**PE assessment**

**See striking and fielding games core skills – activity 3 and 4-** print out activity and leader notes for chn to use as part of an assessment.

**For trigolf these core activities need to be adapted appropriately – please look at the game and think about the key skills they can be achieved.**

Think of your own game

Hit the ball and run between the wicket