Total Sports Long Term Plan

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Multi Skills	Multi Skills with links to games	Gymnastics	HRE (Health Related Exercise)	Athletics (Running and throwing)	Striking and Fielding - Tennis Skills
	In Summer term we look at games with schools and how we develop what we do. Bean bag rounders being Summer 1 and developing our striking and fielding skills further in Summer 2.					Striking and Fielding - Cricket Skills
	Multi Skills	Multi Skills with links to games	Dance	Ball Skills	Striking and Fielding – Cricket and Rounders (Bean Bag Rounders)	Striking and Fielding - Rounders Skills
Ks1	Football	Basketball	Gymnastics	HRE (Health Related Exercise)	Athletics (Running and throwing)	Striking and Fielding - Tennis Skills
	In Summer term we look at games with schools and how we develop what we do. Bean bag rounders being Summer 1 and developing our striking and fielding skills further in Summer 2.					Striking and Fielding - Cricket Skills
	Tag Rugby	Uni Hoc	Dance	Netball (End ball)	Striking and Fielding – Cricket and Rounders (Bean Bag Rounders)	Striking and Fielding - Rounders Skills
KS2	Football	Basketball	Gymnastics	HRE (Health Related Exercise)	Athletics (Running and throwing)	Striking and Fielding - Tennis Skills
	In Summer 1 and 2 we touch on all these areas within the term, Orienteering to be done with Athletics in Summer 1. In Summer 2, Cricket and Rounders will go together mainly due to games with other schools and their similarities.				Orienteering	Striking and Fielding - Cricket Skills
	Tag Rugby	Uni Hoc	Dance	Netball	Striking and Fielding -Cricket Skills	Striking and Fielding - Rounders Skills

KS1 / KS2 Overview

In the context of a physical education (PE) lesson for primary school students, there are significant differences between Key Stage 1 (KS1) and Key Stage 2 (KS2) in terms of the activities and learning outcomes.

For KS1 students aged 5-7, the focus is on fundamental movement skills, coordination, and basic physical activities that are developmentally appropriate for their age. Lessons are designed to be engaging, fun, and often include activities that help improve gross motor skills such as running, jumping, and throwing.

In contrast, KS2 students aged 7-11 are typically more capable in terms of physical coordination and understanding of sports concepts. PE lessons for KS2 students are more structured and may involve more complex skills, sports-specific techniques, and team-based activities that promote collaboration and strategic thinking.

The differentiation between KS1 and KS2 in PE lessons ensures that students receive appropriate instruction tailored to their age and developmental stage, helping them build a strong foundation in physical fitness and sportsmanship.

In addition to the differences in the focus and activities between KS1 and KS2 in PE lessons for primary school students, it's important to consider the cognitive and social development aspects at each stage.

For KS1 students, who are typically between the ages of 5 and 7, the emphasis is on fostering basic movement skills and coordination. At this age, children are still developing their fundamental motor skills and may have limited attention spans. Therefore, PE lessons for KS1 students often involve simple, repetitive activities that help them build physical confidence and coordination in a playful and enjoyable environment.

On the other hand, KS2 students, aged 7 to 11, are more cognitively developed and capable of understanding and applying more complex sports concepts. PE lessons for KS2 students can involve activities that require greater coordination, teamwork, and strategic thinking. These older students are better equipped to grasp the rules and tactics of team sports, which can help them develop problem-solving skills and sportsmanship.

By tailoring PE lessons to the specific needs and abilities of students at each Key Stage, educators can provide a well-rounded physical education experience that supports students' physical, cognitive, and social development throughout their primary school years.

KS1 / KS2 – Football / Tag Rugby

Autumn 1

1. Ball Familiarisation
2. Running with the Ball – Elimination Skills
3. Short passing – How you pass and receive?
4. Long passing – How you pass and receive?
5. Shooting / Defending
6. How to work as a team in a Small Sided Game (SSG)?
7. Tournament

Football

Week 1: Ball mastery and control
Session objective: Using right bit of foot to control the ball, Head up.

- Control of the ball using inside and outside of foot around area.
- Starting and stopping ball in set areas (cones).
- Turning with the ball. 3 turns: drag back, Cruyff, and step overs.
- Honey pot game. 4/6 teams run into middle to collect balls and take it back to their team. 1 player from each team at a time collect a ball. Team that gets the most balls will be the winners. The game will use skills learnt in the lesson.

Week 2: Dribbling and running with the ball
Session objective: differences between dribbling and running with the ball.

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Dribbling challenges between cones (Relay Races)
- Dribbling the ball between cones we keep the ball nice and close to our football. (sticky foot). When we run with the ball we can sprint and go a lot faster. Kick the ball 1 or 2 metres ahead of you so you can gather speed.
- Octopus football tag. Use dribbling and running with the ball skills to get past defenders to an end zone. If you make it to the end zone safe you are safe. 2/3 tacklers start in the middle and try to kick balls out when players run across.

Week 3: Short passing and control

Session objective: Short accurate passing of a ball towards target.

- Go over the skills learnt last week. Children to demonstrate and show learning from last week.
- Short passing in groups of 2 using side of foot. Start 3 or 4 metres apart.
- Place bib in between each group. This is now a target to aim for.
- Make bib smaller by folding to make it a lot harder to hit.
- Turn the practise into a competition to see which team can get most points. If children need help, make the bib bigger. If they find it easy make the bib smaller for a challenge

Week 4: Long passing and control

Session Objective: Long accurate passing of a ball towards target.

- Go over the skills learnt last week. Children to demonstrate and show learning from last week.
- Long passing in groups of 2 using laces to strike the ball along the floor to partner. 10 metres apart.
- Long passing in groups of 2 using laces to strike the in the air to partner. (Lofted pass) 10 metres apart.
- Place bib in between each group. This is now a target to aim over.
- Turn the practise into a competition to see which team can get most points. If children need help, make the bib bigger. If they find it easy make the bib smaller for a challenge

Week 5: Shooting and goalkeeping

Session Objective: Successful shot at a goal plus how to stand in goal as a goalkeeper.

- Go over the skills learnt last week. Children to demonstrate and show learning from last week.
- Using cones make up 10 goals around your set area. Each goal should have a group of 3 children working at it. 2 shooting and 1 goalkeeper. Each shooting shoots using laces one at a time.
- Change goalkeeper and now ask shooters to change goal they shoot at after each go.
- Turn the practise into a competition with every shot saved 2 points and every goal 1 point.
- For extra points you could put spots in the corner of the goals to encourage shooters to aim.

Week 6: Recap and matches
Session Objective: Re-do any of the practises they need more work on and play some short-sided football matches.

- Go over any previous skills learnt and re do if particular weakness.
- Split children into 4 equal teams
- Play matches between the 4 teams.
- Change teams up if they are unfair.

Week 7: Interform tournament with matches.
Session Objective: Teamwork and match situation

- Repeat what we did last week but turn the matches into a tournament.
- Turn it competitive and record the scores to see which team wins the most matches.
- Reward the winning team.
- 4 teams with 3 for a win, 2 for a draw and 1 for a loss.

How to challenge Key Stage 2 students in a PE lesson:

In football, it's important to incorporate a variety of activities that not only build on their existing skills but also introduce new challenges.

Begin by setting up drills that focus on advanced techniques such as dribbling through cones in a zigzag pattern, practicing accurate passing over longer distances, and working on shooting with power and precision. Introduce small-sided games that encourage strategic thinking, teamwork, and quick decision-making under pressure. Incorporate challenges like playing with restrictions such as using only one foot or limiting the number of touches allowed.

Finally, organise a mini tournament where students can apply all the skills, they've learned in a competitive yet fun environment, promoting sportsmanship and resilience.
By offering a mix of technical drills, tactical games, and competitive elements, students will be engaged and motivated to push themselves to the next level in their football abilities.

Tag Rugby

Week 1: Ball Mastery and Control.

Session Objective: Be able to handle the ball whilst on the move and offload the ball.

- Catch the ball whilst running around the area.
- Be able to identify an effective pass in a large group.
- Passing the ball backwards
- Rugby Tag: Children travel with the ball and tag other students with the ball by tapping them on the shoulder/back. Once someone has been tagged, they are then stuck in the mud. Other students must crawl under the legs to free them.

Week 2: Speed, Agility & Quickness.

Session Objective: Be able to change direction quickly.

- Cat & Mouse: Paired work, small square. Side stepping, moving forwards and backwards, can you quickly change direction to challenge your opponent to keep in a mirror image with you. Swap around after 1 minute.
- Bugs & Spiders: Bugs in a small box. Spiders in a large box. Can the bugs escape the spider's box without the spiders pulling the tag off the bugs. If they do, the bugs join the spiders team.

Week 3: Passing.

Session Objective: Can the children pass the ball correctly standing still and then on the move.

- Recap on previous weeks. Can the children remember how to handle the ball correctly?
- In pairs, children need to pass the ball to each other whilst stationary. Demonstrate hand positions. Make a 'W' shape with hands when passing and catching.
- Groups of 5. Children to pass the ball down the line. Demonstrate before, making sure the children understand the rules of passing backwards.

Week 4: Defending.

Session Objective: Can children keep to a position to give them an advantage when defending an attacker.

- Tunnels: Set 3 defenders in a tunnel at different checkpoints. Defenders need to sidestep between the cones. Attackers need to run through the tunnel without losing their tag. If attackers lose tag, go to the next tunnel. Swap around so a number of people try defending.
- Octopus tig: Explain to children the importance of tactics and positioning. If children have been tagged, can they work together to make it harder for the children running. The runners must travel with the ball.

Week 5: Attacking & defending.

Lesson Objective: Putting practice into a small, sided game. Can children pass the ball, find spaces, defend effectively.

- End Zones. Small, sided games. Children have to throw the rugby ball into the end zone where someone needs to catch the ball.
- The way to gain possession is by intercepting a throw.
- Children are not allowed to move if they have the ball, this allows others to think about their movements and space around the area.
- Changing the rules, if they children throw the ball into the end zone, the child that has thrown it must stay there. The team with everyone in the end zone first wins.
- Once it becomes the final person. They are allowed to take 5 steps maximum.

Week 6: Recap & Matches.

Lesson Objective: Go over areas which children may not understand as much. Finish off with small, sided games.

- Go over previous skills.
- Small, sided games.
- Ensure teams are fair, make changes if they are not.

Week 7: Tournament.

Lesson Objective: Teamwork

- 3 points for a win, 2 points for a draw, 1 point for a loss.
- 4, potentially 6 teams depending on class size.
- Short games so everyone faces each other.

How to challenge Key Stage 2 students in a PE lesson:

In Tag Rugby, it's essential to design activities that enhance their understanding of the game while developing their skills and teamwork.

Start by teaching basic rules and techniques such as passing, evading defenders, and teamwork strategies. Progress to more advanced drills like practicing different types of passes, improving footwork and agility, and working on defensive positioning and communication. Introduce game scenarios that require quick decision-making, spatial awareness, and effective tagging techniques. Implement challenges such as playing with limited tags or introducing variations like touch-and-pass rules to keep the game dynamic and engaging.

Organise mini-games or modified versions of tag rugby that encourage creativity, adaptability, and fair play. By providing a mix of skill development, tactical understanding, and competitive elements, students will be motivated to improve their tag rugby abilities while having fun and fostering a positive attitude towards teamwork and sportsmanship.

KS1 / KS2 – Basketball / Uni Hockey

Autumn 2

1. Ball Familiarisation
2. Running with the Ball – Elimination Skills
3. Short passing – How do you pass and receive?
4. Long passing – How do you pass and receive?
5. Defending
6. Shooting
7. How to work as a team in a Small Sided Game (SSG)?
8. Tournament

Basketball

Week 1: Ball mastery and control.

Session Objective: Using both hands to control ball in different ways.

- Bounce ball using any hand round the set area stopping with commanded to.
- Bounce ball using strong hand using correct technique (Fingertips and half of palm.) Don't squash the ant living in your hand. Ball should be at waist height. Ball bounce in front of you when dribbling.
- Practise bouncing at different heights around set area. Waist, knee, ankle, and shoulder. Reiterate waist height is correct for correct technique.
- Bounce challenge: 10 bounces at different heights, Hand up and ball still when finished.
- Honey pot game. 4/6 teams run into middle to collect balls and take it back to their team. 1 player from each team at a time collect a ball. Team that gets the most balls will be the winners. The game will use skills learnt in the lesson.

Week 2: Dribbling and bouncing skills.

Session Objective: Using correct technique to bounce ball with control. Dribbling with head up.

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Traffic light game: use cones now to stop the children while dribbling round set area. Green means Go, Red for stop and Orange for change ball. Traffic light game is to practise keeping head up when moving with the ball. Players will need to keep an eye on coach with the cones. Hold up cone silently and children should follow command.

- Set cones into long snakes for children to dribbling between showing correct technique (crossover dribble) Setup different snakes at different lengths so some are hard, and some are easy depending on skill level.

Week 3: Passing skills

Session Objective: Learn correct passing technique. Bounce pass, chest pass and shoulder pass.

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Put children into groups of 3 or 4 depending on the space. Practise passing the ball between each other. Starting with bounce pass first (ball into chest, hands on side of ball, push ball down to floor so it bounces once to partner)
- Move on to chest pass after they have had a good practise at bounce pass (ball to chest, both hands on side of ball, push the ball in the air towards partner chest, no bounces)
- Move on to shoulder pass after they have had a good practise at chest pass. (One hand hold bottom of ball over shoulder, push ball high into air towards partner using one hand starting over shoulder, arm pointing towards target when complete throw.)

Week 4: Passing skills and movement

Session Objective: Pass to player in space while showing correct technique and type of pass.

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Put children into groups of 4 inside a mini square. Pass the ball using chest, bounce, and shoulder pass around the square. Ten of each.
- Add one a defender into the middle of the square to try and intercept the ball. Players need to choose correct person to pass to if defender is blocking.
- Add extra defender to middle if players finding it easy.
- Remind players to find space inside Mini Square so it is easier to get the ball past the defender. (touch a cone after passing ball so they learn to move to another space)

Week 5: Shooting and rebounding

Session Objective: Learn correct technique when shooting and rebounding the ball

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Use basketball nets (If available) to practise short distance shooting.
- Put children into small groups at each net. Demonstrate correct technique (Knees bents, One hand at side of ball, one at back of ball, Push towards backboard)
- Add players to rebound the ball if shot is missed.
- At different nets change distance to make it easier or harder to score.
- Turn practise into a competition for points.

Week 6: Games and matches

Session Objective: Teamwork and positions in a match/game situation

- Go over skills learnt last week. Children to demonstrate and show learning from last week.
- Split children into 4 equal teams
- Play matches between the 4 teams. (Do bench ball if no basketball nets to shoot into or bucket ball.
- Change teams up if they are unfair.
- Remind children to find spaces during game and working as a team is important.

Week 7: Interform tournament including matches

Session Objective: Transfer all techniques and skills learnt in last few in a match and game situation.

- Repeat what we did last week but turn the matches into a tournament.
- Turn it competitive and record the scores to see which team wins the most matches.
- Reward the winning team.
- 4 teams with 3 for a win, 2 for a draw and 1 for a loss.

How to challenge Key Stage 2 students in a PE lesson:

In Basketball, it's important to provide a mix of fundamental skills training, tactical understanding, and game-based challenges.

Begin by teaching basic basketball skills such as dribbling, passing, shooting, and defence through structured drills and exercises. Progress to more advanced techniques like layups, jump shots, and defensive positioning. Incorporate activities that focus on teamwork, communication, and court awareness, such as practicing fast breaks, setting screens, and executing pick-and-roll plays.

Introduce game situations that require decision-making under pressure, such as 3-on-3 or 5-on-5 scrimmages with specific objectives like scoring within a time limit or executing a set play. Implement challenges like playing with shot clocks or enforcing specific rules to encourage adaptability and strategic thinking.

Organise mini-tournaments or round-robin competitions that allow students to showcase their skills in a fun and competitive environment while promoting sportsmanship and collaboration. By offering a balance of skill development, tactical drills, and game-based challenges, students will be engaged and motivated to improve their basketball abilities while enjoying the thrill of the game.

UniHoc

Week 1: Introduction to UniHoc

- Warm-up: Fun running and movement games.
- Skill Focus: Introduction to holding the stick correctly and basic dribbling skills.
- Game: Dribbling Relay Races - students dribble the ball through a course and pass it to the next teammate.

- Equipment Introduction: Explain the purpose of each equipment piece and demonstrate how to use them safely.
- Basic Rules: Teach students about the basic rules of UniHoc, such as no high sticking and no physical contact.
- Grip and Control: Demonstrate the proper way to hold the stick and practice basic ball control exercises like dribbling in place.
- Warm-up Games: Play fun warm-up games like dribble tag or keep-away to get students moving and familiar with the equipment.

Week 2: Passing and Receiving

- Warm-up: Dynamic stretches and coordination exercises.
- Skill Focus: Passing and receiving the ball. Practice short, accurate passes.
- Game: Passing Pairs - students work in pairs to practice passing and receiving.

- Passing Techniques: Break down the push pass and hit pass, emphasising accuracy and control.
- Passing Drills: Set up passing grids where students practice passing to a partner and receiving the ball back.
- Receiving Skills: Teach students how to stop and control the ball using both sides of the stick.
- Drills: Conduct passing and receiving drills with varying distances and speeds to challenge students.

Week 3: Shooting and Scoring

- Warm-up: Agility drills and quick movements.
- Skill Focus: Shooting techniques and accuracy. Practice shooting at mini goals.
- Game: Shooting Accuracy Challenge - students aim to score points by shooting at specific targets.

- Dribbling Techniques: Introduce push dribbling and pull dribbling, focusing on close ball control.
- Dribbling Courses: Create obstacle courses or cones for students to navigate while dribbling.
- Changes of Direction: Practice changing direction and speed while maintaining control of the ball.
- Games: Play dribbling-based mini-games like dribble races or dribble tag.

Week 4: Defence and Positioning
- Warm-up: Obstacle course for agility and coordination.
- Skill Focus: Defensive skills and positioning. Teach students how to intercept passes.
- Game: Defensive Drills - students practice defending against attackers and intercepting passes.

- Shooting Techniques: Teach students the wrist shot, and slap shot techniques, emphasising accuracy and power.
- Shooting Drills: Set up shooting drills where students aim for targets or practice shooting on goal.
- Scoring Strategies: Discuss different ways to score goals, such as rebounds or deflections.
- Games: Organise shooting games like shooting contests or small-sided games with a focus on scoring.

Week 5: Teamwork and Communication
- Warm-up: Team-building activities and communication exercises.
- Skill Focus: Working as a team, passing, and moving together on the field.
- Game: Team Passing Challenge - students pass the ball around as a team to reach a target area.

- Defensive Positioning: Teach students how to position themselves effectively in defence to block passing lanes.
- Tackling Techniques: Demonstrate stick checks and block tackles for students to practice.
- Team Defence: Emphasise the importance of working together as a team on defence and communicating.
- Games: Play small-sided games where students practice defending against attacks and transitioning to offense.

Week 6: Game Strategy and Mini-Matches
- Warm-up: Review of skills learned so far.
- Skill Focus: Game tactics, positioning, and strategy.
- Game: Mini-Matches - students play small-sided games to apply their skills in a game setting.

- Game Strategies: Introduce basic offensive and defensive strategies like spreading out on offense and collapsing on defence.
- Teamwork: Emphasise the importance of teamwork, passing, and communication during games.
- Game Situations: Create scenarios like power plays or odd-man rushes for students to practice in game-like situations.

Week 7: Mini-Tournament

- Warm-up: Fun activities to get students energised.
- Mini-Tournament: Students compete in a friendly tournament format.

- Mini-Tournament: Organise a friendly mini-tournament where students can showcase their skills and compete in a fun environment.

- Sportsmanship: Emphasise fair play, good sportsmanship, and positive attitudes throughout the tournament.

- Review: Review key concepts, skills, and strategies learned during the entire session.
- Feedback and Celebration: Provide feedback to students

How to challenge Key Stage 2 students in a PE lesson:

In UniHoc, it's essential to incorporate a variety of activities that enhance their skills, teamwork, and strategic thinking.

Begin by teaching basic UniHoc skills such as stick-handling, passing, shooting, and positioning through structured drills and exercises. Progress to more advanced techniques like creating space, utilising quick passes, and defensive tactics such as blocking shots and intercepting passes.

Incorporate activities that focus on teamwork, communication, and quick decision-making, such as practicing give-and-go plays, setting up offensive strategies like triangle passing, and executing defensive traps. Introduce game situations that require adaptability and creativity, such as playing in small-sided games with specific rules like limited touches or zones players must stay in. Implement challenges like timed offensive drills or rotating positions to develop a well-rounded understanding of the game.

Organise mini-tournaments or round-robin competitions that allow students to showcase their skills in a competitive yet supportive environment, fostering sportsmanship and a sense of achievement. By offering a mix of skill development, tactical drills, and game-based challenges, students will be engaged and motivated to push themselves to the next level in their UniHoc abilities while enjoying the fast-paced and exciting nature of the sport.

KS1 / KS2 – Gymnastics

Spring 1

1. Shapes
2. Rolls
3. Jumps
4. Balances
5. Sequences (Re-cap)
6. Apparatus

Week 1: Static Shapes

Session Objective: Understand what positions my body needs to be in to perform a variety of shapes.

- Perform a shoulder stand, front support, back support, tuck, pike, star & rocket.
- Perform shapes with a partner or trios. Choose 5 shapes to create a sequence.
- Circuits – Lifting plank, partner supported shapes, counterbalances, partner bench switch, walk feet up wall.

  Lifting plank – Take turns to lift one student's feet off the ground whilst they lay on their back. Arms by side, use core strength and assisted by others in group.
  Partner supported shapes – Can you lift your partner in the air and support them safely? Can they perform a shape we did in the warmup?
  Counterbalance – Can you and your partner balance off each other at the same time?
  Partner bench switch – Walk across the bench, once you and your partners meet in the middle, you need to be able to get past each other without falling.
  Walk feet up wall – walk backwards to perform a 45-degree angle handstand.

Week 2: Rolls.

Session Objective: Be able to perform a number of rolls safely.

- Recap of previous week, questions about what we looked at.
- Perform some shapes performed last week: Shoulder stand, front and back support.
- Rolls: Barrell roll, Pencil Roll, Teddy bear roll, forward rolls, backward rolls. Break it down, what should the role of the head, arms and legs be during the roll phase?
- Performance: Children need to perform static shapes and rolls to create a performance. Link to gymnastic events when you would perform these skills.

Week 3: Jumping.

Session Objective: Can Children land and perform a jump safely on equipment?

- Warm up – Stones, bridges Tree. Children need to work together to reach the other side of the hall performing these certain actions. One child sets off, then the next all the way until you reach the other side of the hall.

  Stones = make a small ball (Tuck) and children hop over you
  Bridge = Lift your body off the floor, children need to crawl under you.
  Tree = Make a rocket shape, children need to run around the tree

- Circuit, groups of 3 or 4, children perform jumps off the equipment. How to perform safely bending knees, absorbing the jump.
- Focus on our airtime and exit, can we perform a static shape in the air and what can we do before finishing?

Week 4: Balances.

Lesson Objective: Can you find unique ways to balance whilst using equipment?

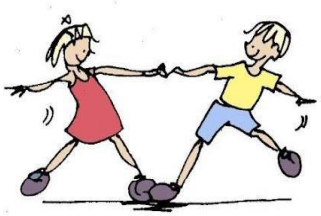
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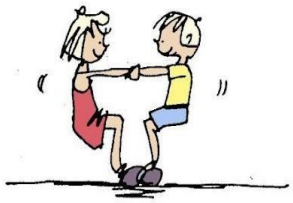
  Stones = make a small ball (Tuck) and children hop over you
  Bridge = Lift your body off the floor, children need to crawl under you.
  Tree = Make a rocket shape, children need to run around the tree

- *In groups, children will be given time to think of unique balances, these can be a solo balance or a* team balance. Children will need to create a routine which involves a jump, static shape & balance which will show learning from previous weeks.
- Challenge, give each group a dodgeball or tennis ball, children will need to perform their balances whilst holding the ball somewhere on their body.

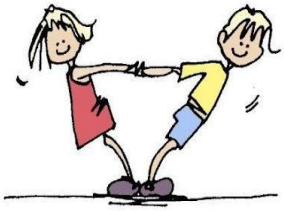
New ideas to add to your balancing lessons are introducing students to new balances or pair balances that they can add into their routines or bank of knowledge – look at resources attached below.

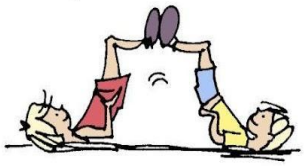
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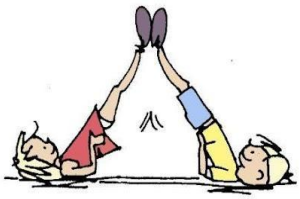














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SINGLE BALANCES


HALFWAY HANDSTAND


BROKEN CANDLESTICK


SPLIT STAND


THE PEG LEG


THE ANKLE HOLD


PLANK


SIDE PLANK


ELBOW STAND


SUNSHINE


BRIDGE


TOE TOUCH


SITTING TOE TOUCH


CRISS CROSS APPLE SAUCE


WARRIOR


SIDEWAYS STRETCH


DAZZLER


LAZY TOE TOUCH


TOE POINTER


SPLIT


AIR CHAIR


HANDSTAND

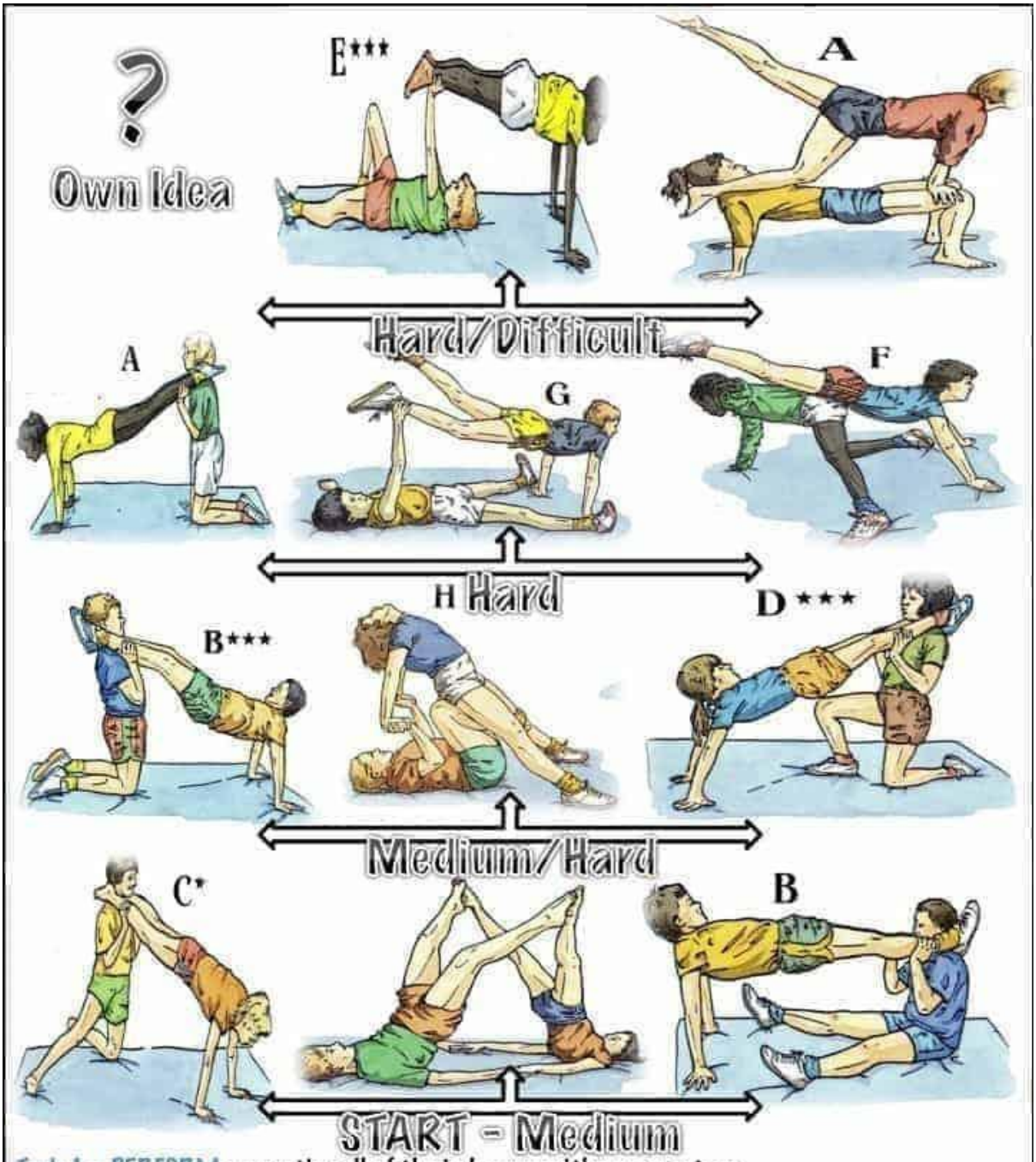

HEADSTAND


TRIPOD


CANDLESTICK


HANDSTAND STRADDLE

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Task 1 - PERFORM - practice all of the balances with your partner

- ❑ EXTENSION - try and remove a POINT or PATCH from the balance to demonstrate your strength and increase the difficulty of the balance

Task 2 - CREATE - design your own partner balances and demonstrate to the group

Task 3 - LINK - starting at the bottom link all 3 in 'medium' with a travelling action [*Roll, Jump, Simple Movement*] - when successful move onto Medium/Hard etc...

- ❑ EXTENSION - link every balance together using interesting travelling actions

Week 5: Apparatus and Recap of weeks.

Lesson Objective: Can children implement all skills learnt from previous weeks whilst on the obstacles?

- In a number of different circuits, children will have the opportunity to express themselves on the equipment and demonstrate different movements.

How to challenge Key Stage 2 students in a PE lesson:

In Gymnastics, it's essential to provide a structured progression of activities that enhance their strength, flexibility, coordination, and body awareness.

Begin by teaching fundamental gymnastics skills such as rolls, handstands, cartwheels, and basic jumps through proper warm-up exercises and skill-specific drills. Incorporate activities that focus on improving core strength, spatial awareness, and body control, such as practicing various body shapes, transitions, and landing techniques.

They will need to create gymnastic routines which shows their learning and understanding of gymnastic lessons they have previously taken part in. Routines should focus on starting positions, rolls, balances, jumps and finishing positions.

Introduce apparatus work on equipment like the balance beams or vaults to develop students' skills in a safe and controlled environment. Implement challenges like mastering a new skill each week, creating sequences that combine different elements, or working on routines that showcase their skills and creativity.

Organise mini-performances or showcases where students can demonstrate their progress and receive feedback from peers and teachers, fostering confidence, persistence, and a sense of achievement. By offering a mix of skill progression, apparatus work, creative expression, and performance opportunities, students will be motivated to push their boundaries in gymnastics while developing their physical abilities, mental focus, and artistic flair in a supportive and encouraging setting.

KS1 / KS2 – Dance

Spring 1

1. Games and Chance Dance
2. Games and Chance Dance
3. Games and Dance Routines
4. Games and Dance Routines
5. Games and Dance Routines
6. Group Work

Week 1: Games and Chance dance

Session objective: Learn basic moves of dance and turn them into a small sequence.

- Teacher led warm up to music with children copying actions and dance moves.

- Child led activity like warm up but this time one child at a time leads and must perform two dance moves for 20 seconds each. One move with legs and one move with arms.

- Copying and teamwork game. Get class to move into a large circle shape spreading out nice and wide, pick one person to go outside the room and this person is the guesser. Teacher picks one person to be the performer and they have to do different dance moves and the rest of the class have to copy them. The guesser is invited back into the hall and must stand in the middle of the circle. When the music starts the child that was picked starts to do there moves and the guesser must guess who the leader is. They have 3 guesses, and the guesser puts there hand up when ready to guess. When the go is over changing the guesser and dance leader.

- Demonstrate and show basic dance moves to whole class together.
  1.Bounce to the beat. 2. Bend your arms and move them up and down.
  3.Nod your head. 4.Roll your shoulders 5. Roll your hips.6. Do the two step. 7. Step and clap 8. Step and Spin.

- Using the basic moves ask children to link 4 of the moves together in partners. Pick a song with a good beat for them to perform to. Don't forget to mention rhythm and timing is very important but also teamwork.

- Give them 10/15 minutes to practise and ask them to perform their sequence at the end of the lesson to their peers.

Week 2: Games and Chance dance

Session objective: Continue sequence learnt last week with added moves and timings.

- Repeat last week's lesson completely but ask the children to add more moves to their sequence and perform a finishing move at the end of the sequence.

Week 3: Games and Dance routine

Session objective: Learn teacher lead dance moves and routine to a set song.

- Teacher led warm up to music with children copying actions and dance moves.

- Child led activity like warm up but this time one child at a time leads and must perform two dance moves for 20 seconds each. One move with legs and one move with arms.

- Copying and teamwork game. Get class to move into a large circle shape spreading out nice and wide, pick one person to go outside the room and this person is the guesser. Teacher picks one person to be the performer and they must do different dance moves and the rest of the class have to copy them. The guesser is invited back into the hall and must stand in the middle of the circle. When the music starts the child that was picked starts to do there moves and the guesser must guess who the leader is. They have 3 guesses, and the guesser puts there hand up when ready to guess. When the go is over changing the guesser and dance leader.

- Teacher leads and performs a set dance at the front of the hall. Divide each section of the dance up by 20 seconds so it is easy for the children to copy and perform.
- Children learn and perform dance in little chunks to aid memory and learning.
- After going through whole dance routine perform it all the way through.

Week 4: Games and Dance routine

Session objective: Remember and continue on from last week's lesson starting group work at the end of lesson.

- Repeats last week's lesson but skip out the games after the warmup.
- Go through the dance learnt last week showing and reminding children of the moves and sequence.
- Put children into groups of 4. Each group has to perform dance learnt last week but has to change 4 of the moves into their own. Children to change one move each and show their group what they have changed.
- Give plenty of time for each group to practise their dance with the changed moves.

Week 5: Games and Dance routine

Session objective: Remember and continue from last week's group work lesson.

- Put children straight into there groups and tell them to go over dance moves learnt and changed last week.
- Give plenty of time to remember and prompt if help needed.
- Ask each group now to change another 4 moves to the dance so 8 moves all together. 2 moves each.
- Time to practise and perform.

Week 6: Group Work

Session objective: Perform dance as small groups in front of peers.

- Move into groups and practise dance learnt last week.
- Give plenty of time to practise with music.
- Perform each dance one at a time in front of peer.
- Ask peers for feedback. One positive thing and one thing to work on.

How to challenge Key Stage 2 students in a PE lesson:

In Dance, it's important to provide a mix of activities that foster creativity, coordination, rhythm, and teamwork.

Begin by introducing as an example, various dance styles such as hip-hop, ballet, jazz, or cultural dances, allowing students to explore different movements and expressions. Teach basic dance techniques like body alignment, footwork, arm movements, and timing through structured warm-up exercises and drills. Progress to more advanced choreography that combines different steps, formations, and dynamics to challenge students' memory and coordination. Encourage students to work in small groups to create their own dance routines, promoting collaboration, communication, and creativity.

Introduce challenges like incorporating props, changing music genres, or adding thematic elements to push students out of their comfort zones and stimulate their artistic expression.

Organise dance showcases or performances where students can present their routines to their peers or families, fostering confidence, self-expression, and a sense of accomplishment. By offering a blend of skill development, creative exploration, and performance opportunities, students will be inspired to express themselves through dance while developing their physical, emotional, and social skills in a supportive and inclusive environment.

KS1 / KS2 – Health Related Exercise (HRE)

Spring 2

Week 1: Fitness Test
Week 2: Upper Body
Week 3: Lower Body
Week 4: Full Circuit
Week 5: Skills Circuit
Week 6: They chose their own.
Week 7: Fitness Test (Looking at the improvement of their score)

Health Related Exercise KS1 and 2

Health related exercise is a really good unit of work to get pupils in good routines and consistency in the activity.

Every lesson starts with a very clear warm up. Pupils need to understand why they need to warm up? E.g. Gets muscles warm, less likely to pick up an injury and gets the body ready for exercise because it increases heart rate and blood flow.

Warm up Idea - “Simon Says” A good quick warm up that already introduces the exercises/movements that they will be doing in the lesson so during the first lesson you may need to spend a bit longer on demonstrating the exercises and discussing the correct technique. Followed by stretches.

Exercises that can be included in the warmup and then in the actual circuit. Harder option in brackets) It's good to challenge the pupils when they have done the circuits a few times.

Jogging on the sport, Star jumps (jumping jacks), burpees, spotty dogs, lunges (Lunge Jumps), squats (Squat Jumps), Speed Bounce, Shuttle Runs, Mountain Climbers, plank.

Stretches - Stretch up to the sky, bend like a banana sideways, stretch down to your toes (without bending knees) hip rotations, windmills with arms, ankle rotations.

There are 3 different ways of setting out the circuits which have been drawn up and are included in the Health-Related Exercise folder.

You can add in a skill-based circuit too, which can be set up the same as the circle circuit. You can include different skills such as bean bag throw, dribbling with feet, dribbling with hands, balancing a ball on a racquet, two footed jumps on throw down markers, shooting into a net. Any ideas you can come up with that can be completed within a small space or if you're out on a playground or field the possibilities are endless.

Each lesson should look like this -

1. Quick recap of last lesson (What can they remember)
2. Warm up with some Q&A about why we warm up and why our heart rate increases.
3. Start the circuit (1 min per exercise) then move onto the next exercise.
4. After one full circuit they discuss what has changed in their body, how do they feel, why does the heart rate need to increase?
5. Complete a speed round which means exercising for only 30 seconds, so they have to work harder but for a shorter period of time.
6. Cool down (Some simple stretches) Some more Q&A. How does our body feel now? How can we try and stay active out of school? What can we do at home and at the weekend to keep us active?

KS1 Pupils by the end of this block of work should have developed their understanding about how and why we warm up. The effects of exercise on the body (looking pink, increased breathing, sweating) Why it's important to be active (Keeps your heart and lungs healthy and makes you feel better). They will also know a good technique for all the different exercises they have been completing.

For KS2 - Pupils need a bit more in depth knowledge e.g. why do certain exercises make your heart rate increase more than others? Which exercises will be good to do for specific sports or which exercises are good for building strength? A running challenge around the running track can be included alongside doing the circuit. E.g. run as many laps as possible in 3 minutes. The pupils do need to feel challenged and tired. If they feel tired, they can appreciate more what their fitness is like and even though they may feel tired they need to keep going to push through that feeling.

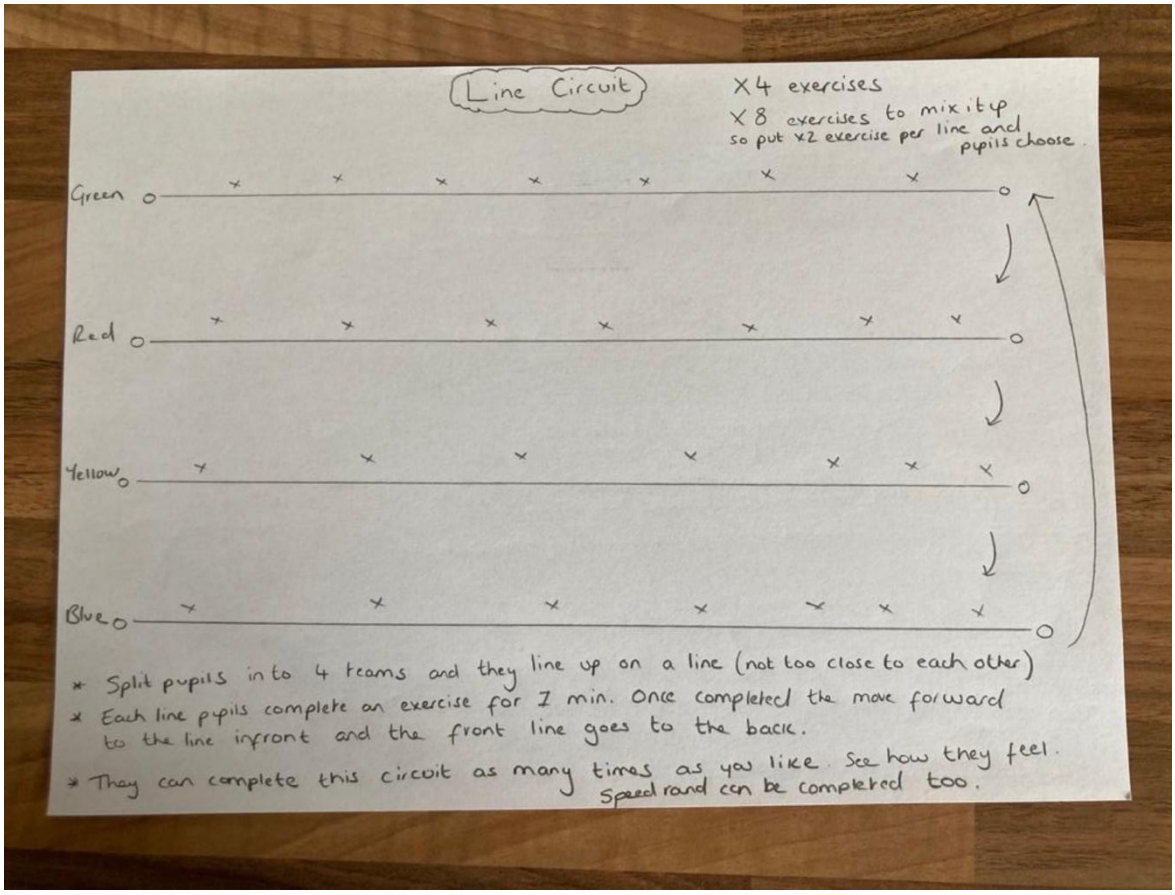
How to challenge Key Stage 2 students in a PE lesson:

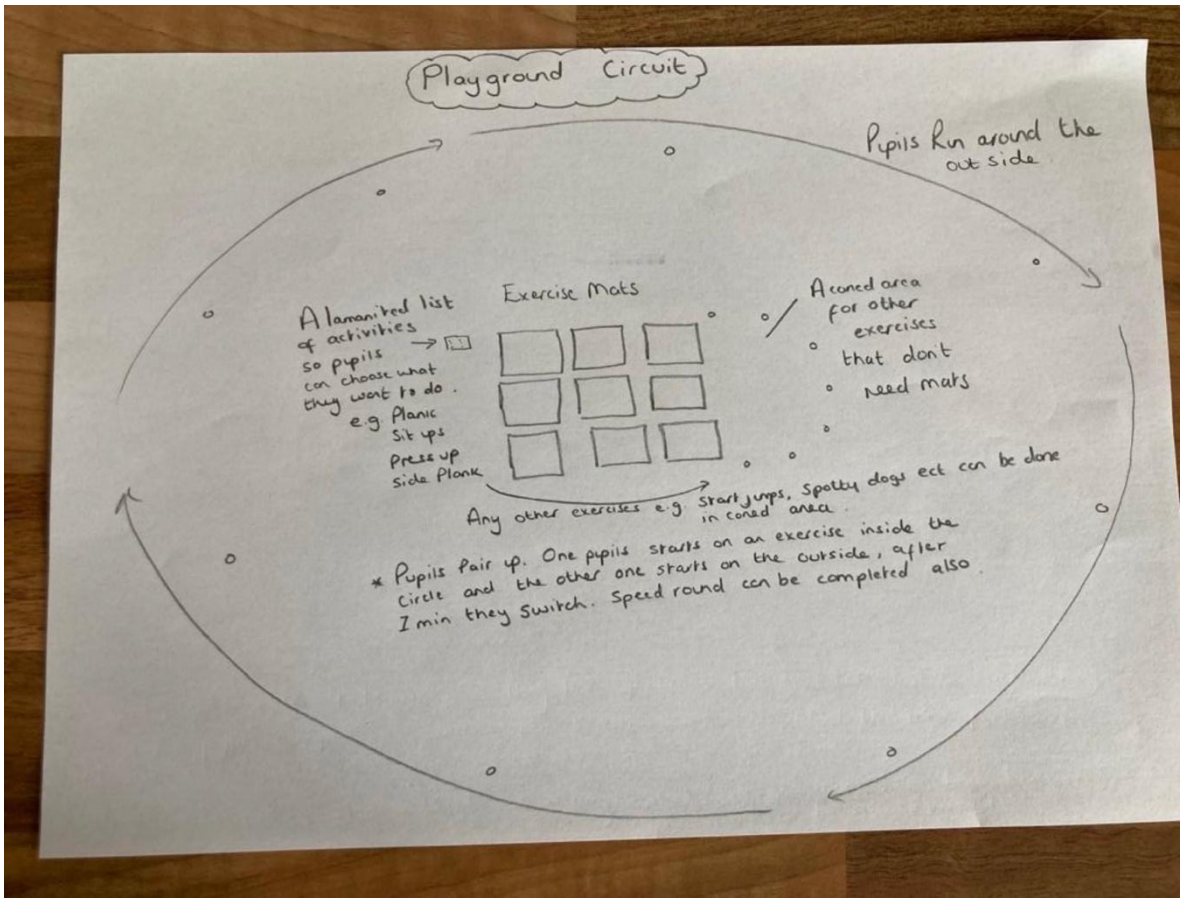
To challenge Key Stage 2 students in a PE lesson focused on health-related exercises, it's important to emphasise activities that promote physical fitness, well-being, and healthy habits.

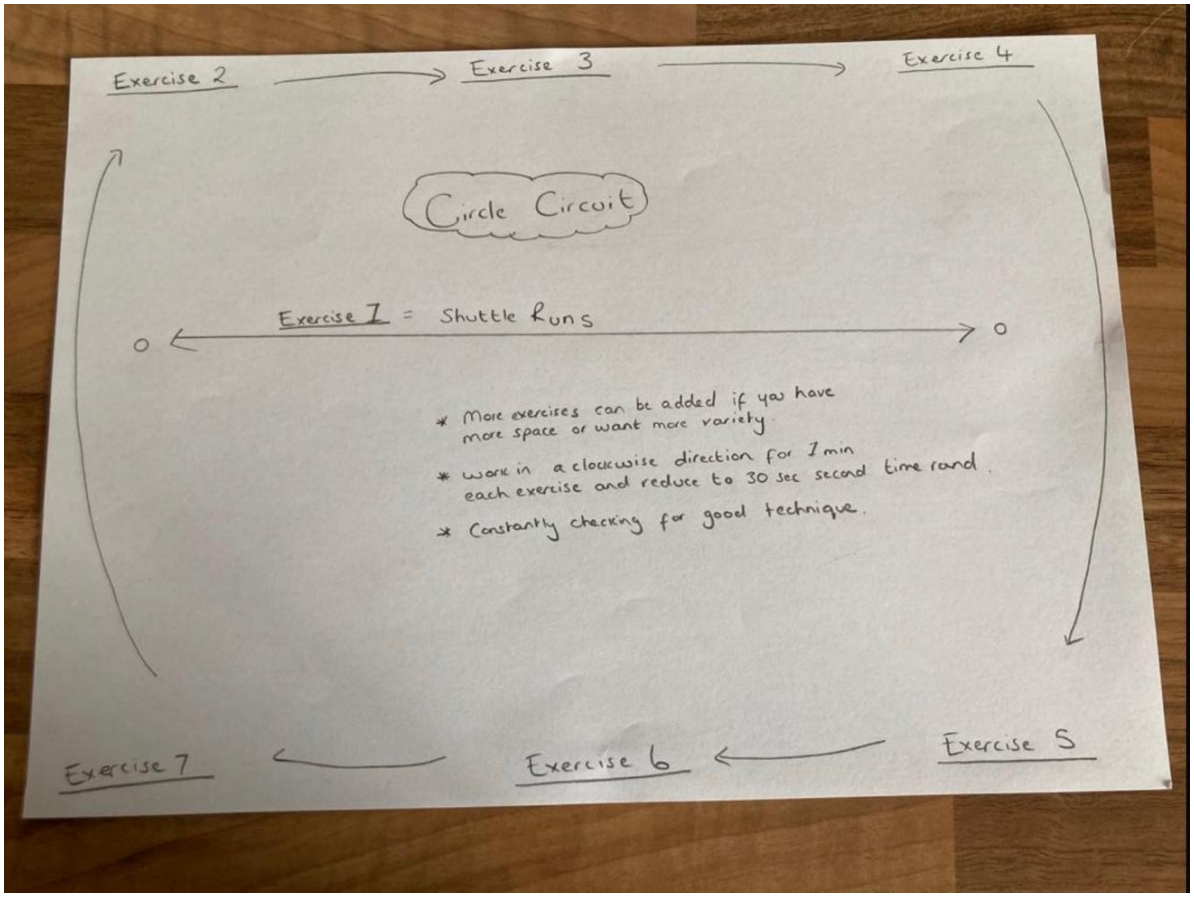
Begin by introducing the concepts of cardiovascular fitness, strength training, flexibility, and endurance through age-appropriate exercises and routines. Teach basic exercises such as jogging in place, jumping jacks, push-ups, sit-ups, stretching, and yoga poses to improve students' overall fitness levels. Progress to more challenging workouts that target specific muscle groups, improve balance, and coordination, and boost endurance.

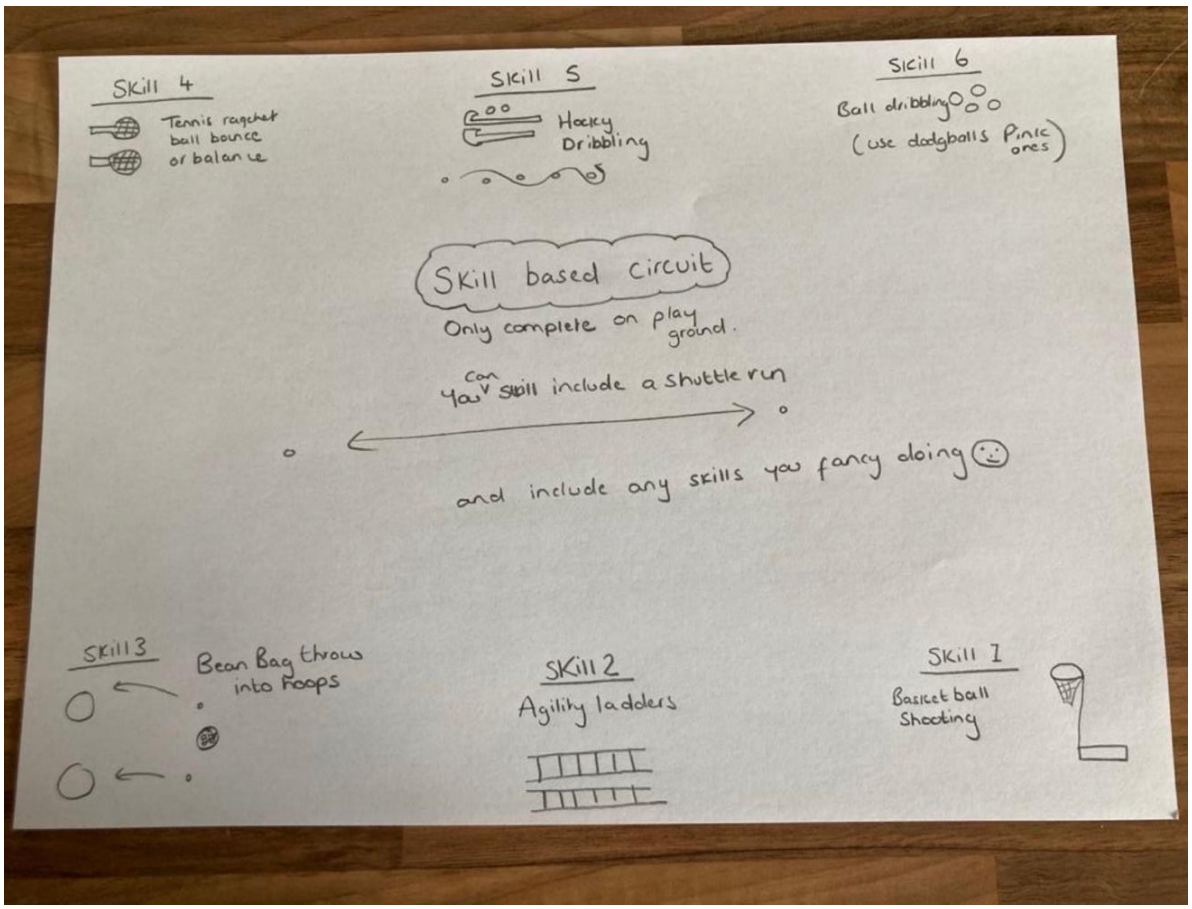
Incorporate activities that focus on mindfulness, relaxation techniques, and stress management, such as deep breathing exercises or guided meditation to help students develop a holistic approach to health and wellness. Introduce challenges like setting personal fitness goals, tracking progress over time, and participating in group fitness challenges or obstacle courses to motivate students to stay active and engaged.

Organise discussions on the importance of regular physical activity, proper nutrition, hydration, and adequate rest to in-still lifelong healthy habits in students. By offering a mix of physical exercises, mindfulness practices, goal-setting opportunities, and educational components, students will be empowered to take charge of their health and well-being while developing a positive attitude towards fitness and self-care.


Line Circuit
x4 exercises
x8 exercises to mix it up
so put x2 exercise per line and
pupils choose.
Green
Red
Yellow
Blue
* Split pupils into 4 teams and they line up on a line (not too close to each other)
* Each line pupils complete an exercise for 1 min. Once completed the move forward to the line infront and the front line goes to the back.
* They can complete this circuit as many times as you like. See how they feel.
Speed round can be completed too.


Playground Circuit
Pupils Run around the
out side
Exercise Mats
A laminated list
of activities
so pupils
can choose what
they want to do.
e.g. Planic
Sit ups
Press up
Side Plank
A coned area
for other
exercises
that don't
need mats
Any other exercises e.g. star jumps, Spotty dogs ect can be done
in coned area.
* Pupils Pair up. One pupils starts on an exercise inside the
circle and the other one starts on the outside, after
1 min they switch. Speed round can be completed also.


Exercise 2
Exercise 3
Exercise 4
Circle Circuit
Exercise 1 = Shuttle Runs
* More exercises can be added if you have more space or want more variety.
* Work in a clockwise direction for 1 min each exercise and reduce to 30 sec second time round.
* Constantly checking for good technique.
Exercise 7
Exercise 6
Exercise 5


Skill 4
Tennis racket ball bounce or balance
Skill 5
Hocky Dribbling
Skill 6
Ball dribbling
(use dodgeballs Pinic ones)
Skill based circuit
Only complete on play ground.
Can you skill include a shuttle run
and include any skills you fancy doing
Skill 3
Bean Bag throw into hoops
Skill 2
Agility ladders
Skill 1
Basket ball Shooting

KS1 / KS2 – Netball (Endball)

Spring 2

1. Ball Familiarisation
2. Passing (Short + Long) and Movement off the Ball
3. Defending
4. Shooting and Attacking
5. How to work as a team in a Small Sided Game (SSG)?
6. Tournament

Week 1: Introduction to Netball
Objective: Introduce students to the basic rules and skills of Netball.

- Discuss the history and basic rules of Netball.
- Demonstrate and practice basic skills like passing, catching, and footwork.
- Warm-up with dynamic stretching and coordination exercises.
- Play small-sided games to reinforce the skills learned.

Week 2: Passing Skills
Objectives: Improve passing skills and techniques.

- Review different types of passes (chest pass, bounce pass, overhead pass).
- Practice passing accuracy and timing through drills and activities.
- Introduce the concept of leading and passing to space.
- Play passing-focused mini games to apply skills in a game-like situation.

Week 3: Shooting Skills
Objectives: Develop shooting techniques and accuracy.

- Teach shooting techniques such as the set shot and jump shot.
- Focus on shooting accuracy and consistency through drills and practice.
- Create shooting challenges and games to improve shooting under pressure.
- Organise a shooting competition to engage and motivate students.

Week 4: Defensive Skills
Objective: Understand defensive positions, strategies and skills.

- Explain defensive positions (goalkeeper, goal defence, wing defence) and roles.
- Practice defensive movements, marking opponents, and intercepting passes.
- Set up drills to improve defensive skills and decision-making.
- Play small-sided games with a focus on effective defence.

Week 5: Attacking Strategies

Objective: Enhance attacking strategies and movement.

- Teach students about creating space, leading, and timing in attack.
- Practice attacking movements like dodging, cutting, and passing into space.
- Organise drills and activities to improve teamwork and attacking strategies.
- Implement attacking strategies in game situations and provide feedback.

Week 6: Teamwork and Communication

Objective: Emphasize the importance of teamwork and communication

- Highlight the importance of teamwork, communication, and support in Netball.
- Conduct team-building exercises to foster trust and collaboration.
- Emphasise the roles of different players and communication on the court.
- Play full-court scrimmages to practice teamwork and communication in a game setting.

Week 7: Mini Tournament

Objective: Apply skills learned throughout the program in a competitive setting.

- Divide students into teams and assign roles for a mini-Netball tournament.
- Play round-robin games with a focus on applying skills learned throughout the program.
- Encourage sportsmanship, teamwork, and fair play during the tournament.
- Conclude with an awards ceremony to celebrate participation and achievements.

Encourage active participation, positive reinforcement, and a supportive learning environment throughout the lessons.

How to challenge Key Stage 2 students in a PE lesson:

Endball is a fun and engaging Netball game that can challenge KS2 students in a PE lesson. To enhance their skills and understanding of the game, start by teaching the basic rules and positions in Endball, emphasising passing, movement, and shooting techniques.

Progress to more advanced strategies like creating space, setting screens, intercepting passes, and defensive positioning. Incorporate activities that focus on teamwork, communication, and quick decision-making, such as practicing give-and-go plays, executing fast breaks, and coordinating offensive and defensive rotations. Introduce game scenarios that require adaptability and creativity, such as playing with modified rules like limited dribbles or introducing zones on the court. Implement challenges like timed offensive drills, shooting from different distances, or playing with handicaps to keep students engaged and motivated to improve their Endball skills.

Organise mini-tournaments or round-robin competitions that allow students to apply their skills in a competitive yet supportive environment, encouraging sportsmanship and teamwork. By offering a mix of skill development, strategic drills, and game-based challenges, students will have the opportunity to enhance their netball abilities while enjoying the fast-paced and dynamic nature of Endball.

KS1 / KS2 – Athletics (Running and Throwing)

Summer 1

KS1/EY

1. Running
2. Running Races
3. Bean Bag Throw
4. Bean Bag Rounders
5. Javelin Throw
6. Skills Circuit

KS2

1. Sprinting
2. Long Distance Running
3. Jumping
4. Triple Jump
5. Javelin
6. Mini Olympics

KS1 / EY

Week 1: Running

Session objective: How to run fast over a short distance fast.

- Split children into groups of 4/5 behind a cone in lines.
- Explain about pumping arms will make your legs move faster and will give you momentum when running.
- On Go children run as fast as they can to the end of the hall to the finish line. Line of cone marks the finish line.
- When children reach finish line they turn and jog back to their team.
- After having a few practise runs turn the runs into races from start to finish.
- To finish turn sprints into races and tell children what position they have come in the race.

Week 2: Running Races

Session objective: How to run and race against peers.

- Quickly repeat last week's lesson to remember things learnt.
- Set up a circle of cones and place one child at each cone. Child to sit down next to cone.
- Children to run around the outside of the circle to race against one another.
- Children race at set times for example "girls' race" "If you have black socks race" etc
- As they race round circle, they go back to the cone they started at.
- When child finishes race, they put their hand up so it's easy to see who has finished.
- Top 2 or 3 runners win a point.
- Runner with most points at the end is the winner.

Week 3: Bean bag Throw

Session objective: Learn correct way to throw a bean bag over arm

- Explain and show correct technique how to throw a bean bag with one hand over arm.
- One hand holding bean above head with bent elbow at 90-degree angle. Use another arm to aim. Arm moves back and forward quickly forward then release bean bag high and far at 90% degrees for good distance.
- Place children into pairs behind a cone.
- One child in each group steps forward at a time and throws the bean bag forward showing correct technique.
- Allow many practises goes.
- After many practises goes turn it into a competition and see which child can throw the beanbag the furthest.

Week 4: Bean bag rounders

Session objective: Perform correct throw in game situation.

- Quickly recap last week's lessons going over coaching points and have quick practise.
- Split children into 2 or 4 teams if 2 adults present.
- Set up a game of bean bag rounders.
- One team throws first and tries to get as many rounders as possible.
- The other team need to work as a team to collect the bean bags and put them in a hoop as quick as possible to stop the other team running.
- Each thrower throws 3 or 4 bean one at a time as far as they can into a space.
- After every thrower has had a go both teams swap over.
- The other team now have a go at getting rounders with the other team collecting the bean bags.
- The team with the most rounders' wins.

Week 5: Javelin Throw

Session objective: Learn correct way to throw a javelin.

- Explain and show correct technique how to throw a javelin.
- Pencil grip in middle of javelin with javelin held over shoulder. Pull Javelin back and throw forward at 90-degree angle.
- Place children into pairs behind a cone.
- One child in each group steps forward at a time and throws the javelin forward showing correct technique.
- Allow many practises goes.
- After many practises goes turn it into a competition and see which child can throw the furthest.

Week 6: Skills Circuit

Session objective: Use correct skill learnt on each event.

- Set up a circuit of activities covering the last 5 weeks of athletics.
- 1 Running station, 1 bean throw station, 1 javelin throw station,
  1 running station with added hurdle and one station game of bean bag rounders.
- Split children evenly into each station.
- Depending on time children can have a good go at each station practising skills learnt in last few weeks.
- After 5 minutes or more the children can swap stations.
- If time at the end they can go round again and have more goes.

KS2

Week 1: Sprinting.

Lesson Objective: To be able to confidently perform a standing and crouched sprint start of a race. To understand how the crouched position allows the runner to start a race more efficiently.

- (Ks2) Student lead warm up – Showing good leadership and teamwork skills. Children should be able to identify what needs to be included in a good warm up.
- (Ks1) Teacher lead warm up
- Main Activity – Shuttle relay races. Children to be in groups of 4, 2 opposite each other, shuttle across to the opposite side and join the queue for the next race. Distance should be no more than 30m.
- Differentiate – Once children are performing the correct running technique and starting position. Make the distance longer. This could be 60 to 100m depending on the class.
- Starting position – Children race each other over a short distance (15m). They need to be able to react to the whistle quickly.

Week 2: Long Distance running.

Lesson Objective: To learn how to pace ourselves in a long-distance race.

- (Ks2) Student lead warm up – Showing good leadership and teamwork skills. Children should be able to identify what needs to be included in a good warm up. (Ks1) Teacher lead warm up
- Main Activity – A track of roughly 400m to be marked out.
- Set 4 different checkpoints around the track.
- Split children into groups of 6. 4 groups of 6, split into colour teams. 3 children watch their partner in their group. Swap over after 1 lap. - ks2
- Once all 6 have ran in the group. Children to do a peer analysis on each other. Come together and discuss what went well and even better if. – Ks2
- Repeat again but to make it harder, children have to do 2 laps of the track.
- Ks1 – Children to perform a 200m race and see the differences between a short and longer distance race. Did it make us tired; do we need to run as quickly?

<u>Key Questions</u>

- Do you think you should be running as quickly as when you are doing a sprint race?
- Is there any benefit to your starting position?
- When should I be running at my fastest?

Week 3: Jumping.

Lesson Objective: To be able to perform and time my jump accurately.

- (Ks2) Student lead warm up – Showing good leadership and teamwork skills. Children should be able to identify what needs to be included in a good warm up. (Ks1) Teacher lead warm up
- (Ks2) Children to split up into 2 groups. Each child needs a cone. Write names on a piece of paper and stick to cone.
- (Ks2) Children need to find their starting point on a long jump and which foot they would prefer to take off with.
- (Ks2) Children to perform a long jump and mark down with their cone how far they have jumped.
- (ks1) Children to perform a standing long jump. Set a line of cones which the children need to jump over. To make it harder, move the children back a step.

Week 4: Triple jump

Lesson Objective - To be able to perform a hop, skip and a jump accurately.

- (Ks2) Student lead warm up – Showing good leadership and teamwork skills. Children should be able to identify what needs to be included in a good warm up. (Ks1) Teacher lead warm up
- Children to split up into 2 groups. Each child needs a cone. Write names on a piece of paper and stick to cone.

- Practice hop, skip and a jump technique with a partner before performing the challenge.
- Children need to find their starting point in which they need to identify which foot they would prefer to take off with.
- Children to perform a triple jump and mark down with their cone how far they have jumped.

Week 5: Javelin.

Lesson Objective – To be able to perform the correct technique of a javelin throw.

- (Ks2) Student lead warm up – Showing good leadership and teamwork skills. Children should be able to identify what needs to be included in a good warm up. (Ks1) Teacher lead warm up
- Main Activity – Children to work in partners to learn the correct technique of throwing a javelin. Once performed and the technique has been learnt, children will have a competition with the javelin throw.
- Children will need to peer assess each other with some teacher input so that each child knows the correct technique.

Week 6: Mini Olympics.

Lesson Objective - Combine all skills together to create a Mini-Olympics.

- Split children into 4 teams, within these teams, they will compete against each other whilst going around a circuit.
- 6 players in a team. 1st place = 10 points – 2nd place = 5 points – 3rd place = 3 points. Anywhere below get 1 point. Points can be handed out for working hard despite placement. Behaviour, teamwork and helping teacher and other children.
- Circuit to include a sprint race, a long-distance pace, throwing and jumping competition.
- Children will need to bring paper, clipboard, and pen with them.

How to challenge Key Stage 2 students in a PE lesson:

In Athletics, it's important to incorporate a variety of activities that develop their physical abilities, coordination, speed, and endurance.

Begin by introducing basic track and field events such as running, jumping, and throwing through drills and exercises that focus on proper technique and form. Teach fundamental skills like sprinting, long jump, high jump, if at all possible, shot put, and relay racing to build a foundation of athletics.

Progress to more advanced techniques like hurdling, discus throw, javelin throw for students who are ready for greater challenges. Incorporate activities that focus on improving agility, flexibility, strength, and overall fitness, such as plyometric exercises, circuit training, and interval running. Introduce challenges like setting personal best records, competing in timed races, or practicing specific event skills to push students to improve their performance and reach new milestones.

Organise mini-meets or friendly competitions where students can showcase their abilities in various track and field events, fostering a sense of sportsmanship, camaraderie, and achievement. By offering a mix of skill development, physical conditioning, competition opportunities, and goal-setting exercises, students will be inspired to excel in athletics while embracing the values of hard work, perseverance, and healthy competition.

KS2 – Orienteering

Summer 1

1. Funny Faces
2. Orienteering Obstacle course challenge
3. Matching Symbols

Funny Faces

Session objective: Use the equipment indicated and map key to create the funny face accurately using information on the map

- Set up equipment as shown. Put out extra if available to allow for mistakes.
- Explain to children the concept of the word 'symbol'. Arrange children preferably in pairs so they don't have long to wait for a turn.
- First child in each pair is given a Funny Face map, runs to their pile of equipment, selects the right piece for No 1 on their map, then places it in appropriate place in their Funny Face hoop.
- The child then runs back and hands map to another person. Continue till Funny Face is complete (12 items), placing each item in the correct number order as shown on the map.
- If preferred, the pair can work as one unit throughout, in which case place the equipment store hoop on the Start line.
- Pairs can swap over and try another 'Face#
- The pair/team that finish the face the quickest are the winners. The face must be correct to win.

Orienteering Obstacle course challenge

Session objective: To simulate a cross country leg of an orienteering course. A scoring option is available to introduce an element of competition.

- Set up the equipment using the full length of space available. The equipment/layout shown is a suggestion and may be altered or adapted. One set of equipment is needed for each group.
- Put the children into small groups. These do not have to be the same size. For instance, with 10 children, split into 2 x 3, 1 x 4.
- The course is run as a relay. Each child picks up a map at the start, negotiates the course as shown, holding the map, and deposits the map in the box at the end of the line.
- The child then run back round the outside of the line of equipment to tag the next person, who then starts.
- Carry on until the final whistle is blown. Allow practice time, then time the 'competition' for a set time which is the same for each group – e.g. 5 minutes
- The total number of maps deposited in all the boxes at the far end is then the team score.

Matching Symbols

Session objective: To match up the map names symbol cards correctly with the corresponding map symbol cards.

- Set up children into pairs.
- A key of symbols can be placed just beyond the cards for consultation if the children are unsure of the symbols.
- First child in pair or team picks up a name card, runs to the symbol cards, and returns with the correct matching card.
- Each returning runner places the 2 cards (symbol and name) next to each other beside the team for easy checking.
- Runners then take it in turn to run to pick up a card, return, match it and so on until all the cards have been matched up.
- Teacher to check cards are correctly matched when finished.

How to challenge Key Stage 2 students in a PE lesson:

In Orienteering, it's important to design activities that develop their navigation skills, teamwork, problem-solving abilities, and physical fitness. Begin by teaching basic orienteering concepts such as map reading, using a compass, orienting oneself, and understanding symbols and key features on a map, if you have a map of the school and can formulate signs dotted around the school.

Introduce students to different types of maps and scales commonly used in orienteering to familiarise them with the terrain and route planning. Progress to more advanced navigation techniques like pacing, bearings, and route choice to enhance students' ability to navigate through unfamiliar terrain effectively. Incorporate activities that focus on developing spatial awareness, decision-making under pressure, and effective communication among team members. Introduce challenges like timed courses, scavenger hunts, or score events that require students to strategies, work together, and think critically to locate checkpoints or complete tasks efficiently.

Organise orienteering races or relays where students can apply their navigation skills in a competitive yet supportive environment, fostering a sense of accomplishment, sportsmanship, and camaraderie. By offering a mix of map reading exercises, navigation drills, teamwork challenges, and competitive events, students will be engaged and motivated to improve their orienteering skills while enjoying the thrill of exploration and adventure in the great outdoors.

KS1 / KS2 – Striking and Fielding (Rounders, Cricket, and Tennis)

Summer 1 / 2

For KS1 in Summer 1 still following the week by week set up for rounders but mainly using a bean bag and also a tennis ball in parts, with an end focus on them being able to comfortable play a game of Bean Bag Rounders without much help.

Rounders

Week 1: Introduction to Rounders
Lesson Objective: Introduce students to the basic rules and skills of Rounders.

- Warm-up: Jogging, stretching, and basic coordination exercises.
- Skill Focus: Throwing and catching technique.
- Game: Introduction to the basic rules of Rounders, emphasising fun and participation.

Week 2: Fielding Skills
Lesson Objective: Develop fielding skills and understanding of defensive strategies.

- Warm-up: Relay races and tag games.
- Skill Focus: Fielding ground balls and throwing to the bases.
- Game: Practice fielding and throwing skills in a mini-game setting.

Week 3: Batting Skills
Lesson Objective: Improve batting technique and understanding of hitting strategies.

- Warm-up: Batting tee stations and hitting off soft toss.
- Skill Focus: Proper batting stance, grip, and swing.
- Game: Batting practice with soft balls to improve contact and aiming.

Week 4: Running Bases
Lesson Objective: Teach students how to run the bases effectively and make strategic decisions.

- Warm-up: Agility drills and base running practice.
- Skill Focus: Running to first base, rounding the bases, and base running signals.
- Game: Simulated game situations focusing on base running and scoring runs.

Week 5: Teamwork and Communication

Lesson Objective: Emphasise teamwork, communication, and sportsmanship in Rounders.

- Warm-up: Group relay races and team-building activities.
- Skill Focus: Communication on the field, backing up teammates, and working together.
- Game: Team-based drills and games to reinforce communication and teamwork.

Week 6: Review and Skills Assessment

Lesson Objective: Review key skills and concepts covered in previous weeks and assess student progress.

- Warm-up: Review of throwing, catching, batting, fielding, and base running skills.
- Skill Assessment: Individual and group activities to assess student proficiency.
- Game: Mini-games and drills to reinforce skills and provide feedback.

Week 7: Rounders Tournament

Lesson Objective: Apply skills learned in previous weeks in a fun and competitive setting.

- Warm-up: Dynamic stretching and team pep talk.
- Tournament: Divide students into teams and play a Rounders tournament with emphasis on sportsmanship and fair play.
- Awards: Recognition for effort, improvement, and teamwork.

How to challenge Key Stage 2 students in a PE lesson:

In Rounders, it's important to incorporate a mix of activities that enhance their batting, fielding, throwing, running, and strategic thinking skills.

Begin by teaching the basic rules and techniques of rounders, such as proper batting stance, fielding positions, throwing accuracy, and base running. Progress to more advanced skills like hitting for distance, fielding grounders and fly balls, executing double plays, and strategic base running. Incorporate activities that focus on teamwork, communication, and quick decision-making, such as practicing relay throws, setting up defensive shifts, and coordinating offensive strategies like bunting or stealing bases.

Introduce game situations that require adaptability and creativity, such as playing with limited outs, implementing special rules like ghost runners, or setting up scenarios that simulate pressure situations like a tied game in the final inning. Implement challenges like timed batting drills, defensive drills with constraints, or playing with handicaps to encourage students to push their boundaries and improve their rounders skills.

Organise mini-games or tournaments that allow students to apply their skills in a competitive yet fun setting, promoting sportsmanship, fair play, and teamwork. By offering a mix of skill development, strategic drills, and game-based challenges, students will be motivated to excel in rounders while enjoying the social, physical, and strategic aspects of the game.

Cricket

Week 1: Introduction to Cricket
Objective: Introduce students to the basic rules and skills of cricket.

Lesson 1: Introduction to Cricket
- Warm-up: Jogging, stretching.
- Basic rules of cricket (e.g., how to score runs, how to get a batter out).
- Introduction to equipment (bat, ball, stumps).
- Practice hand-eye coordination with soft balls.

Week 2: Basic Batting Skills
Objective: Develop basic batting skills and hand-eye coordination.

Lesson 2: Batting Basics
- Warm-up: Relay races.
- Grip and stance for batting.
- Practice hitting a stationary ball off a tee.
- Introduction to running between wickets.

Week 3: Basic Bowling Skills
Objective: Develop basic bowling skills and accuracy.

Lesson 3: Bowling Basics
- Warm-up: Agility drills.
- Grip and bowling action.
- Practice bowling to target.
- Introduction to overarm bowling.

Week 4: Fielding Skills
Objective: Develop basic fielding skills and teamwork.

Lesson 4: Fielding Fundamentals
- Warm-up: Catching drills.
- Practice fielding ground balls.
- Introduction to basic fielding positions.
- Relay races to improve speed and agility.

Week 5: Mini Cricket Games
Objective: Apply basic skills in small-sided games.

Lesson 5: Mini Cricket Games
- Warm-up: Dynamic stretching.
- Divide students into teams for mini games.
- Rotate roles (batting, bowling, fielding).
- Emphasise teamwork and sportsmanship.

Week 6: Skill Development
Objective: Improve individual skills through drills and practice.

Lesson 6: Skill Development
- Warm-up: Cardio exercises.
- Focus on specific skills based on student needs (batting, bowling, fielding).
- Small group drills to improve technique.
- Fun challenges to keep students engaged.

Week 7: Final Mini Tournament
Objective: Apply all learned skills in a friendly tournament setting.

Lesson 7: Mini Tournament
- Warm-up: Team relay.
- Students play in teams in a mini tournament format.
- Emphasise fair play and positive attitudes.
- Celebrate progress and participation with certificates or awards.

How to challenge Key Stage 2 students in a PE lesson:

In Cricket, it's important to incorporate a variety of activities that develop their batting, bowling, fielding, teamwork, and strategic thinking skills.

Start by teaching the basic rules and techniques of cricket, such as proper batting grip, bowling action, fielding positions, catching, and throwing. Progress to more advanced skills like different types of bowling deliveries, advanced batting shots, fielding techniques like diving catches, and strategic field placements. Incorporate activities that focus on teamwork, communication, and decision-making, such as practicing relay throws, setting up fielding strategies for specific batsmen, and coordinating runouts and stumping.

Introduce game scenarios that require adaptability and quick thinking, such as playing with limited overs, setting run rate targets, or simulating pressure situations like the final overs of a close match. Implement challenges like timed batting drills, bowling to specific targets, or fielding drills with different difficulty levels to push students to improve their cricket skills.

Organise mini-matches or tournaments where students can showcase their abilities in a competitive yet supportive environment, fostering sportsmanship and team spirit. By offering a mix of skill development, tactical drills, and game-based challenges, students will be motivated to excel in cricket while enjoying the excitement and camaraderie of the sport.

Tennis

Week 1: Introduction to Tennis
Lesson Objectives:
1. Introduce basic tennis skills and terminology.
2. Develop hand-eye coordination.
3. Understand the rules of tennis.

Warm-up (10 mins):
- Jogging around the court
- Arm circles and stretches

Main Activities (30 mins):
1. Introduction to Tennis
  - Demonstrate how to hold the racket and stand correctly.
  - Practice bouncing the ball on the racket.

2. Forehand and Backhand
  - Teach the basic forehand and backhand swing.
  - Have students practice hitting against a wall.

3. Mini Game: Target Practice
  - Set up targets on the court for students to aim at.
  - Encourage accuracy and control.

Cool Down (5 mins):
- Stretching exercises

Weeks 2 to 7:
Follow a similar structure each week, gradually increasing the complexity of skills and incorporating more gameplay. Here's a general outline for the following weeks:

Lesson Objectives:
1. Improve forehand and backhand techniques.
2. Introduce volleys and serves.
3. Develop rallying skills and gameplay strategies.

Warm-up (10 mins):
- Dynamic stretches and footwork drills.

Main Activities (30 mins):
1. Skill Development
  - Forehand and backhand drills with movement.
  - Introduce volleys and serve technique.

2. Gameplay
  - Practice rallying back and forth with a partner.

- Play mini-games to reinforce skills learned.

3. Game Play and Mini Matches
- Divide students into pairs for mini-matches.
- Emphasise sportsmanship and fair play.

Cool Down (5 mins):
- Gentle stretching and reflection on the session.

Additional Notes:
- Keep activities engaging and age-appropriate.
- Provide positive reinforcement and individual feedback.
- Adapt activities based on students' progress and needs.

Additional ideas and what weeks they can go in:

Week 2:
- Introduce the concept of "ready position" and encourage students to adopt it during drills and games.
- Practice hitting the ball over a low net or a line on the ground to improve accuracy.
- Play a game of "Traffic Lights": red means stop (freeze), yellow means slow down, green means go (move).

Week 3:
- Incorporate movement drills with cones or markers to improve footwork and agility.
- Introduce the concept of "court awareness" by teaching students where to stand on the court during different situations.
- Play a game of "Simon Says" with tennis-related commands to reinforce listening skills and coordination.

Week 4:
- Focus on the serve: practice tossing the ball and hitting it over the net, emphasising the correct serving technique.
- Introduce the concept of scoring in tennis and play mini-games with simplified scoring rules.

Week 5:
- Work on rallying skills by having students rally with a partner or against a wall, aiming for a target area on the court.
- Teach students how to return a serve and practice returning serves from different angles.
- Incorporate fun challenges like hitting the ball through hoops or over obstacles to keep the session engaging.

Week 6:
- Introduce the concept of "drop shots" and have students practice hitting the ball softly over the net.

Week 7:

- Mini Games

How to challenge Key Stage 2 students in a PE lesson:

In Tennis, it's important to incorporate a variety of activities that develop their racket skills, footwork, coordination, agility, and strategic thinking.

Start by teaching the basic rules and techniques of tennis, such as grip, stance, forehand, backhand, serving, and volleying. Progress to more advanced skills like topspin shots, slice shots, approach shots, and mastering different types of serves.

Incorporate activities that focus on footwork drills, movement patterns, and positioning on the court to improve students' agility and court coverage. Introduce game situations that require decision-making and shot selection, such as playing points with specific objectives like hitting to target areas or setting up points strategically to outmanoeuvre opponents. Implement challenges like timed drills for accuracy and consistency, playing tiebreakers or mini matches to simulate competitive pressure, or introducing doubles play to emphasise teamwork and communication.

Organise mini-tournaments or round-robin competitions where students can apply their skills in a fun and competitive setting, fostering sportsmanship and a sense of accomplishment. By offering a mix of skill development, tactical drills, and game-based challenges, students will be motivated to improve their tennis abilities while enjoying the fast-paced and dynamic nature of the sport.