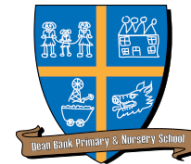




# Dean Bank Primary School and Nursery PE - Medium Term Plan



**Subject Area: Games**

**Term: Autumn 1**

**Class: 1**

<p><b><u>Core Task</u></b> Honey Pot</p>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, developing balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<p><b><u>Key Terms</u></b> Attacker, defender, position, move, throwing, underarm, accurately, intercept, speed, direction, Score, collect, throw, target, equipment, accurate.</p>	<p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills; balance, travel, roll and jump.</li> <li>• Become increasingly competent and confident in extending their agility, balance and coordination.</li> <li>• Engage in competitive activities against self and others.</li> </ul>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Resources/FAO BH
<p><b>Core task assessment:</b></p> <p>I can look up while running.</p> <p>I can demonstrate a good running technique.</p> <p>I can run at different speeds.</p> <p>I can change direction while running at speed.</p> <p>I can move around the cones quickly.</p> <p>I can choose to collect objects close by first.</p> <p>I can observe and analyse others' performance.</p> <p>I can follow rules and keep score accurately.</p>	<p>Looking up while running.</p> <p>Demonstrating a good running technique.</p> <p>Running at different speeds.</p> <p>Changing direction while running at speed.</p> <p>Moving around the cones quickly.</p> <p>Choosing to collect objects close by first.</p> <p>Observing and analysing others' performance.</p> <p>Following rules and keeping score accurately.</p>	<p>Why did you choose to run to certain objects first?</p> <p>Why did you change your running speed?</p> <p>What directions did you run in and why?</p> <p>How many points did you score?</p> <p>How could you get more points?</p> <p>What could you tell your partner to do to help you get more points?</p> <p>Where is it best for them to run?</p> <p>What did you find easy/difficult?</p>	<p>Warm up -</p> <p>Children play stuck in the mud – under arm. Model this before beginning the warmup. Select different children to be the catchers. Model feeling own heartbeat after the warmup. Ask children to see if they can feel their heartbeat and how it is beating. (5-10 mins)</p> <p>Task -</p> <p>Children run in different directions to pick up objects as quickly as they can. The children work in pairs. Each pair has a hoop (their honey pot) with five objects in it. Other objects are spread out around the playing area, along with cones to act as obstacles. Each pair decides who is going to be the Bee and who is going to be the Queen. The Bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area and from other people's hoops. The Queen sits in the honey pot and makes sure that other children only take one object. The Bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and</p>	<p>Bibs</p> <p>Cones</p> <p>Hoops</p> <p>Spots</p> <p>Beanbags</p>



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			<p>record the number on their score sheets. They then leave five objects in their honey pot, scatter the rest around the playing area, swap roles and carry out the task again. Repeat the task a few times and switch the pairings after each pair have been the queen and the bee. (20-25 mins)</p> <p>Cool down - Explain the concept of a cool down. Model making slow movements on the spot, narrating actions throughout. Children mirror the actions you do. Select one or two children to repeat this whilst the class mirror them. Encourage them to explain what they're doing to the rest of the class. Repeat checking heartbeat once cool down is complete – ask children if they have noticed any difference between the warm up and now. (5 mins)</p>	
<p><b>I can listen carefully and follow rules and instructions.</b></p>	<p>Observing and analysing others' performance.</p> <p>Following rules and keeping score accurately.</p>	<p>Why do you have to listen carefully?</p> <p>Do we need rules? Why?</p> <p>How do rules help us?</p> <p>How can we stay safe when we exercise?</p> <p>How can we be sensible and safe in PE lessons?</p> <p>How do you feel when you play this game?</p> <p>What happens to your heartbeat when you do exercise?</p>	<p>Warm Up - Children play stuck in the mud – crawl through legs. Model this before beginning the warmup. Select different children to be the catchers. Recap modelling feeling own heartbeat after the warmup. Ask children to see if they can feel their heartbeat and how it is beating. (5-10 mins) BH to support Rosie/Chloe.</p> <p>Task 1 - Sheep tig. Model and narrate to children how to play the game. Change the sheep and the farmers after a few minutes so everyone gets a turn in both roles. (10-15 mins) - BH to support Rosie, AF to support Chloe and children who need support at this given time.</p> <p>Task 2 - Simon Says. Model and narrate how to play the game. Select children that've shown a good understanding/response to take turns as the leader. Narrate thoughts and provide a lot of precise praise throughout. (10-15 minutes).</p>	<p>Bibs</p>



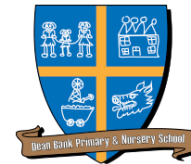
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			<p>AF to support Rosie and Chloe. BH to support children who need support at this given time.</p> <p>Cool Down - Sleeping Lions. Children lay on the floor and pretend to be sleeping lions. Explain that children must be quiet and practice being calm – refer to encourage children to check their heartbeat. When children display being calm, tap one child on the shoulder. They go onto tap another child’s shoulder and so on, until all children are lined up. (5 mins) BH to support Chloe.</p>	
<p><b>I can begin to negotiate space carefully</b></p>	<p>Observing and analysing others’ performance.</p> <p>Following rules and keeping score accurately.</p>	<p>Why may you have to change direction?</p> <p>Do you always have space?</p> <p>How do you know if you have enough/too little space?</p> <p>How can you make more space?</p> <p>Is it a good idea to run/bump into someone/something? Why?</p>	<p>Warm Up- Model and explain how to play Animal Characters, beginning with 3 and gradually introduce new characters. Begin with frog – bouncing, gorilla – wide walk whilst pounding your chest and cheetah – running then add in giraffe – walking on tip toes, dog – crawling. Choose children to select an action as the warmup progresses. (10 mins) - BH to support Rosie and Chloe.</p> <p>Task 1 - Bumper Cars. Each child has a hula hoop. They stand inside of the hoop and hold onto the sides of it by their waist. Children listen to the calls “red” (stop), “orange” (walking) and “green” (jogging). The aim of the game is for children to not bump their hoop into another players. - 10 minutes – BH to support Rosie/any child who requires further support as the activity progresses.</p> <p>Task 2 - Swamp Water. Explain and model the game to children. Children move around following the given movement instruction – whether this be to walk, crawl, hop, jump etc, trying to avoid the obstacles on the floor and their peers. If children go into or onto the obstacles on the floor, they are temporarily out. Children who’re out until the game finishes take it in turns to give calls about the</p>	<p>Hoops</p> <p>Bibs</p>



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			<p>movements players must make. Repeat this game 3 times. 10 minutes – BH to support Rosie/any child who requires further support as the activity progresses.</p> <p>Cool Down - Recap the concept of a cool down. Model making slow movements on the spot, narrating actions throughout. Children mirror the actions you do. Select one or two children to repeat this whilst the class mirror them. Encourage them to explain what they're doing to the rest of the class. Repeat checking heartbeat once cool down is complete – ask children if they have noticed any difference between the warmup/main activity and now. (5 mins). BH to support Chloe and Rosie.</p>	
<p><b>I can run at different speeds</b></p>	<p>Looking up while running.</p> <p>Demonstrating a good running technique.</p> <p>Running at different speeds.</p> <p>Changing direction while running at speed.</p> <p>Observing and analysing others' performance.</p>	<p>What does quicker mean?</p> <p>What does slower mean?</p> <p>Can you show me how you could move quicker/slower?</p> <p>Why may you have to move quicker/slower sometimes?</p> <p>What does jog mean? Can you show us how fast you'd move if you were jogging?</p> <p>Why might you have to run/move at different speeds?</p> <p>How does it make your body feel when you run quicker?</p> <p>What does your body do when you move/run quicker?</p> <p>What do your arms/legs do when you run quicker/slower?</p>	<p>Warm up - Play body parts- children listen to instructions about which body part needs to touch the floor; try to speed this up as the game progresses. Select 3 other children to lead the activity. BH to support Chloe and Rosie. AF to support children who need support as game is played. 10 minutes.</p> <p>Task 1 - With the children in a space, ask them to begin walking around the room. Introduce the language 'quicker' and 'slower' and assess children formatively. Stop the children after a couple of turns of each, asking children to clarify that the vocabulary means. Begin again for a few minutes with children repeatedly changing the speed of movement. Get the children to say what they were doing for different speeds, modelling the use of vocabulary and encouraging children to use this e.g. walking/jogging/running etc. Model walking to the children with them then joining in, narrating what your arms do, then build this up into a jog, then a run. Do this steadily so children can see the difference. 10 minutes. AF to support Rosie and Chloe. BH to support other children.</p>	<p>Bibs</p>



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			<p>Task 2 - Tig. Ask children questions to gather an understanding of their knowledge of the game. Model this initially then choose a child to be the tigger. BH to give calls of walking/jogging/running to support children in practicing their skills from task 1. 10 minutes. AF to support RB and Chloe.</p> <p>Review/cool down- Sleeping Lions. Children lay on the floor and pretend to be sleeping lions. Explain that children must be quiet and practice being calm – refer to encourage children to check their heartbeat. When children display being calm, tap one child on the shoulder. They go onto tap another child’s shoulder and so on, until all children are lined up. (5 mins) BH to support Chloe.</p>	
<p><b>I can change direction when running</b></p>	<p>Looking up while running.</p> <p>Demonstrating a good running technique.</p> <p>Running at different speeds.</p> <p>Changing direction while running at speed.</p> <p>Moving around the cones quickly.</p> <p>Choosing to collect objects close by first.</p> <p>Observing and analysing others’ performance.</p>	<p>Why am I looking when I run?</p> <p>Where do I look when I run?</p> <p>Why might you need to change direction when you run?</p> <p>Why did you have to follow your partner?</p> <p>What happened if you didn’t look where your partner was going?</p>	<p>Warm up- Wiggle running. A square of cones is laid out on the floor. Model wiggle running and changing direction. Children practice running in and out of the cones and changing direction whilst running. AF to support Rosie and Chloe. BH to support children who’re finding it challenging. 7 minutes.</p> <p>Task 1- Copycats. In pairs, children pick if they’re going to be 1 or 2. I will then pick a number and children practice running around the space, with the selected number leading and the other following as their partner walks, jogs and runs and changes direction. Model this using the correct techniques prior to starting, recapping narrating the correct technique from last lesson. Children then swap and take it in turns. 10 minutes. AF to support Chloe and Rosie. BH to support children who’re finding it challenging.</p> <p>Task 2 -</p>	<p>Cones</p>



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			<p>Builds on task 1. Play turning cars with a partner. Children to take turns being the car and the partner who calls out 'turn!' Children should make sure they turn their head, then their body before moving in the new direction. Model this prior to beginning. BH to support RB and Chloe.</p> <p>Review/cool down- Model making simple stretches with mirroring this. Discuss why cooling down is important for our bodies. 5 minutes.</p>	
<p><b>I can move around an obstacle with control</b></p>	<p>Changing direction while running at speed.</p> <p>Moving around the cones quickly.</p> <p>Demonstrating a good running technique.</p>	<p>What is an obstacle?</p> <p>How can you move around the obstacle safely?</p> <p>How can you stay safe when you're moving?</p> <p>Where do your eyes look when you're running around the cones?</p> <p>Is it safe to step on the obstacle? Why?</p>	<p>Warm Up - Wiggle running. A square of cones is laid out on the floor. Model wiggle running and changing direction. Children practice running in and out of the cones and changing direction whilst running. AF to support Rosie and Chloe. BH to support children who're finding it challenging. 7-10 minutes.</p> <p>Task 1 - Add further cones to and in between the cones already laid out. Children to practise carefully running around cones. Model the correct technique and remind children to look carefully at the position of the cone, and to slow down as they get near it so they can go round it carefully and safely. BH to support children by modelling the correct technique. 10 minutes.</p> <p>Task 2 - Shuttle run. Children will be put in pairs. One will run round the cones as many times as they can in 30 seconds, the other can count. If counting is difficult, they can critique their skill- are they slowing down to turn? Are they avoiding the cone? Are they going all the way round? Etc. Children take it in turns to complete each role and repeat this 3 times each. BH to challenge HPA by including</p>	<p>Cones</p>



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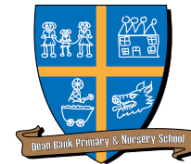


			<p>extra cones as the game progresses. AF to support RB and Chloe. 8-10 minutes.</p> <p>Cool down/review- Simon Says. Model initially, then ask LPA children to lead (with adult support). 5 minutes.</p>	
<p><b>I can work with my peers to achieve success</b></p>	<p>Observing and analysing others' performance.</p> <p>Looking up while running.</p> <p>Demonstrating a good running technique.</p> <p>Changing direction while running at speed.</p> <p>Moving around obstacles quickly.</p> <p>Choosing to collect objects close by first.</p>	<p>Why might we need to work with our friends?</p> <p>What can we do if we find it hard?</p> <p>How can our friends help us in this game?</p> <p>Can you think of any sports or games that people play together?</p> <p>Why might people like to work with their friends?</p> <p>How can we help our friends in this game?</p> <p>Can our friends make us better at sports?</p> <p>How could you make this harder for your friend?</p> <p>What made your friend good at this game?</p>	<p>Warm Up - Sheep tig. Recap how to play, initially modelling. Change the sheep and the farmers after a few minutes so everyone gets a turn in both roles. (7 mins) - BH to support Rosie, AF to support Chloe and children who need support at this given time.</p> <p>Task 1 - Tidy the trash. Children are split into groups of 3. Each team has a different colour that they must collect and bring back to their hoops. They must only bring 1 thing at a time. The first team to collect all of the trash and be sat down are the winning team. Repeat this game several times, although model it first. Some children have already played this so choose them to support with modelling and explaining the task. 15 minutes. AF to support Rosie and Chloe. BH to support wider class.</p> <p>Task 2 - Relay race. Model and narrate the task to the children. Children are split into teams of 3. Quickest team are the winners. Repeat this 4 times. 10 minutes. AF to support Chloe and Rosie. BH to support wider class.</p> <p>Cool down - Model making simple stretches with mirroring this. Discuss why cooling down is important for our bodies. 5 minutes.</p>	<p>Bibs</p> <p>Hula hoops</p> <p>Bean bags</p> <p>Spots</p> <p>Cones</p>
<p><b>Core task assessment:</b></p>	<p>Looking up while running.</p>	<p>Why did you choose to run to certain objects first?</p>	<p>Repeating first lesson.</p>	<p>Cones</p> <p>Bibs</p>



# Dean Bank Primary School and Nursery

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<p>I can look up while running.</p> <p>I can demonstrate a good running technique.</p> <p>I can run at different speeds.</p> <p>I can change direction while running at speed.</p> <p>I can move around the cones quickly.</p> <p>I can choose to collect objects close by first.</p> <p>I can observe and analyse others' performance.</p> <p>I can follow rules and keep score accurately.</p>	<p>Demonstrating a good running technique.</p> <p>Running at different speeds.</p> <p>Changing direction while running at speed.</p> <p>Moving around the cones quickly.</p> <p>Choosing to collect objects close by first.</p> <p>Observing and analysing others' performance.</p> <p>Following rules and keeping score accurately.</p>	<p>Why did you change your running speed?</p> <p>What directions did you run in and why?</p> <p>How many points did you score?</p> <p>How could you get more points?</p> <p>What could you tell your partner to do to help you get more points?</p> <p>Where is it best for them to run?</p> <p>What did you find easy/difficult?</p>	<p>Hoops</p> <p>Spots</p> <p>Beanbags</p>
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