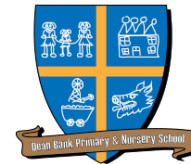




Dean Bank Primary School PE – Medium Term Plan



Subject Area: PE – Games Term: Summer Class: 2

<p><u>Core Task</u></p> <p>Kick Rounders</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> · Develop fundamental movement skills including running, jumping, throwing and catching · Become increasingly competent and confident to extend their agility, balance and co-ordination · Engage in co-operative and competitive activities against self and others · Participate in team games, developing simple tactics for attack and defence.
<p><u>Key Terms</u></p> <p>Kicker, fielder, feeder, throw, catch, intercept, tactics, equipment, points, underarm, overarm, chest pass, position, direction</p>	<p><u>Key Skills (taken from the Progression of Skills document)</u></p> <p>Physical Skills:</p> <ul style="list-style-type: none"> · Play co-operatively and competitively with a partner/team of 3 · Use space well e.g. move into a space or jump to stop catch or strike a ball · Control and make decisions when playing with balls of various sizes & shape <p>Thinking Skills:</p> <ul style="list-style-type: none"> · Adapt activities using their own ideas of how to to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people · Make up simple rules with others to make the game enjoyable and challenging · Change their intended action in response to their opponent <p>Team Skills:</p> <ul style="list-style-type: none"> · Keep to rules so that they and others enjoy an activity · Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose <p>Communication and understanding of health:</p> <ul style="list-style-type: none"> · Carry and place equipment safely and sensibly. · Watch and describe performances and use what they see to improve their own performance. · Talk about the differences between their work and that of others.

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Resources
<u>Core task assessment</u>	Outlined under the key skills.	- Which position did you enjoy playing? Why?	Warm up: Children to play a game of space bubble. They must travel around the room keeping their own space, to	Balls of different sizes Hoops



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<p>I can move into different positions to catch a ball.</p> <p>I can kick with a suitable technique.</p> <p>I can move to try to intercept a ball.</p> <p>I can make simple decisions about where to kick the ball.</p> <p>I can watch and describe what others are doing.</p> <p>I know how to score and follow rules.</p> <p>I can make it difficult for opponents to score.</p>		<p>- Which position did you find the most challenging? Why?</p> <p>- What skills are required to play x position?</p> <p>- What was your highest score? How do you think you could improve this?</p>	<p>not pop their bubble. Teacher to give commands for travel or speed. Include further challenge by adding a bubble popper that everyone must dodge.</p> <p>Introduce the core task. Model how to complete the task with BH and volunteers. Play the game with one kicker, one feeder and three fielders. The feeder rolls the ball to the kicker, who then kicks it into the field which contains 4 hoops arranged in a semi-circle. The aim is for the kicker to kick the ball into the field, pick up a bean bag and then run as far as possible around the hoops before the fielding team returns the ball to the feeder's base. The kicker scores by carrying the beanbag to one of the four hoops. The first base is worth one point, the second two points, and so on. The kicker can only run until the fielding team returns the ball to the feeder's base. The kicker has four turns and keeps count of the points from each hit. Everyone takes turn to kick, field and feed.</p> <p>Use the key questions to help children to reflect and evaluate their performance.</p> <p>Cool down: Children will complete some stretches while they play a miming game. Teacher to begin by modelling the game, completing some stretches that the children will mime. Then some children</p>	<p>Cones</p> <p>Bean Bags</p>
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			will come out and take on the teacher role.	
<p>I can begin to kick with accuracy.</p> <p>(2 lessons)</p>	<ul style="list-style-type: none"> - Play co-operatively and competitively with a partner/team of 3 - Control and make decisions when playing with balls of various sizes & shape - Begin to recognise what they and others can do well - Keep to rules so that they and others enjoy an activity - Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose - Carry and place equipment safely and sensibly. - Adapt activities using their own ideas of how to make the game easier/harder/more enjoyable by using STEP i.e. changing the space/ task/ equipment/ people 	<ul style="list-style-type: none"> - Which example was better? Why? - What direction do your feet face? - Which part of your foot contacts the ball? Why? - Where should your eyes be when you are throwing? - What did you/your partner do well? - What are the rules of your game? - How do you keep score? - How could we make the game harder? 	<p>Warm up: Children will play the game of Fruit Salad, they will have to decide actions to match different fruits. Include further challenge by adding more fruits as children become more confident.</p> <p>Introduce the learning objective. With BH model two different examples of kicking a ball and ask children which example showed us kicking with accuracy and why. From this identify what children already know about kicking. Model the good example again but ask children to focus on our body, feet and eyes. Discuss what they noticed. Children will know to look at the ball and take a step forward as they kick, using the inside of their foot to improve aim. Draw an example of an image that represents the ideas the children have suggested. Display this as a prompt for their independent task.</p> <p>Allow the children to practise their kicking with a learning partner using larger soft balls to begin with. Changing their equipment as they become more confident. VE to work with SEND/lower ability pupils while BH circulates the other groups. Allow opportunities for children to share what they/their partner has done well.</p>	<p>Balls of different sizes</p> <p>Cones for markers</p> <p>Access to lots of resources to create their own game within the second lesson</p>



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			<p>Then children will choose their preferred piece of equipment and be tasked with creating their own kicking game with a point system. BH to circulate the groups to suggest ideas for games where necessary. Challenge HA pupils to make the game harder using STEP i.e. changing the space/task/equipment/people.</p> <p>Cool down: Children will complete some stretches while they play the game of Bop It. HA pupils to suggest possible stretches.</p>	
<p>I can throw a ball with increasing accuracy.</p> <p>(2 lessons)</p>	<ul style="list-style-type: none"> - Play co-operatively and competitively with a partner/team of 3 - Control and make decisions when playing with balls of various sizes & shape - Begin to recognise what they and others can do well - Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose - Watch and describe performances and use what 	<ul style="list-style-type: none"> - What do we already know about throwing? - What types of throws have we practised before? - How did your throwing hand move? - What direction do your feet face? - Where should your eyes be when you are throwing? - Why might not x throw be suitable when throwing the ball to the kicker? - Where must the ball travel when we throw it? 	<p>Warm up: Children will play a game of Ice Queens and Kings. The chosen person will throw a softball at other players to freeze them. If they are frozen they must go down on their hands and knees. They can only be unfrozen if someone crawls under them.</p> <p>Introduce the learning objective. Recap prior learning on how to throw accurately and the different types of throws, as explored in the previous unit 'Piggy in the Middle'. Allow children to practise the throws used in this previous unit eg. underarm, overarm, chest pass in the formation of the three fielders and one feeder. Identify which type of throws will be suitable when passing the ball from the fielder to the feeder and why. Scaffold children's thinking by getting them to consider distance and accuracy.</p>	<p>Balls of different sizes</p> <p>Cones/hoops</p>



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	<p>they see to improve their own performance.</p>	<p>- What did you/your partner do well?</p>	<p>Then discuss why some of these throws would not be suitable when the fielder must pass the ball to the kicker (the aim is the kicker's foot, not their hands). Explain that we are going to be continuing to use an underarm throw but the ball will need to roll along the floor to the kicker. With BH model how to do this type of throw. Discuss what children noticed. Children will know to face the target and take a step forward as they throw, with their throwing arm following through and pointing in the direction of the kicker. With their learning partner, children will practise throwing underarm with the ball rolling across the floor. As children's confidence increases, change the equipment and distance between the partners. VE to work with SEND/lower ability pupils while BH circulates the other groups. Allow opportunities for children to share what they/their partner has done well.</p> <p>Cool down: Children will play a game of Simon Says. They will be stood in a circle and the teacher will give the instructions. When they are confident with the rules, children can be chosen to give the instructions.</p>	
<p>I can catch a ball with increasing accuracy.</p>	<p>- Play co-operatively and competitively with a partner/team of 3</p>	<p>- What do you already know about catching?</p>	<p>Warm up: Children will play a game of bib tag. Choose 2-3 players as catchers, they carry the bib. When they tag</p>	<p>Balls of different sizes Cones/hoops</p>



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<p>(2 lessons)</p>	<ul style="list-style-type: none"> - Control and make decisions when playing with balls of various sizes & shape - Begin to recognise what they and others can do well - Keep to rules so that they and others enjoy an activity - Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose - Carry and place equipment safely and sensibly. - Adapt activities using their own ideas of how to make the game easier/harder/more enjoyable by using STEP i.e. changing the space/ task/ equipment/ people 	<ul style="list-style-type: none"> - What should you do with your hands when you are waiting to catch a ball? - Where should your eyes be? - Will you need to adapt your technique when you are catching a ball from the kicker? Why? - What did you/your partner do well? - What are the rules of your game? - How do you keep score? - How could we make the game harder? 	<p>someone, they pass on the bib. Include further challenge by adding a bib stealer that everyone must dodge.</p> <p>Introduce the learning objective. Recap prior learning on how to catch accurately, as explored in the previous unit 'Piggy in the Middle'. With BH model the suggestions children give and develop them where necessary. Children will know that when catching they need to make a target with their hands, watch the ball all the time it is in the air, cup their hands and cushion the ball into their hands. Draw an example of an image that represents the ideas the children have suggested. Display this as a prompt for their independent task. Allow the children to practise their catching with a learning partner. VE to work with SEND/lower ability pupils while BH circulates the other groups.</p> <p>Explain that this method is effective when we are catching a ball that is travelling through the air. Discuss how we will have to adapt our strategy when we will be required to catch a ball that is rolling along the floor. Allow children to practise this skill in smaller groups.</p> <p>Then children will choose their preferred piece of equipment and be tasked with creating their own kicking and catching game with a point system. BH to circulate the groups to suggest ideas for</p>	<p>Access to lots of resources to create their own game within the second lesson</p>
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			<p>games where necessary. Challenge HA pupils to make the game harder using STEP i.e. changing the space /task /equipment /people.</p> <p>Cool down: Children will complete some stretches while they play the pasta game. HA pupils to suggest possible stretches.</p>	
<p>I can move to try and intercept a ball.</p>	<ul style="list-style-type: none"> - Play co-operatively and competitively with a partner/team of 3 - Control and make decisions when playing with balls of various sizes & shape - Use space well. - Change their intended action in response to their opponent. - Begin to recognise what they and others can do well 	<ul style="list-style-type: none"> - What is meant by interception? - What strategies have we already developed when intercepting a ball? - Why is it important to intercept the ball in Kick Rounders? - Can these strategies be used when playing Kick Rounders? Why/why not? - How could you adapt this technique to suit the game? 	<p>Warm up: Children will play a game of alligator tag. The children must travel along the floor using different methods. There will be three alligators who can tag them. Include further challenge by adding more alligators.</p> <p>Introduce the learning objective. Discuss children's understanding of interception. Identify when and why interception would be necessary in Kick Rounders. Recap strategies we practised when developing interception in 'Piggy in the Middle' e.g. marking the opponent, making our bodies tall, jumping to catch the ball. Discuss whether any of these methods are relevant when playing Kick Rounders. Split the class into small groups and allow them to set up a game to explore what interception strategies they could use. Bring the class back together and allow the groups to demonstrate any strategies they found effective. With BH model any strategies the children did not demonstrate e.g. stopping the ball using a foot, using your</p>	<p>Balls of different sizes</p> <p>Cones for markers</p>



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			<p>body to intercept and emphasise how this can be done safely. Using a carousel of activities, allow the children to go around and practise the different interception techniques identified.</p> <p>Cool down: Children will play a game of statues. Children start off walking around the room, as you shout out poses, they will freeze in them for 3 seconds.</p>	
<p>I can use a range of tactics to outwit an opponent.</p>	<ul style="list-style-type: none"> - Play co-operatively and competitively with a partner/team of 3 - Use space well e.g. move into a space or jump to stop, catch or strike a ball - Understand simple tactics to outwit a partner/small team when attacking or defending - Change their intended action in response to their opponent 	<ul style="list-style-type: none"> - What is a tactic? - Why must we use tactics? - Which tactic did you find easiest? Why? - Were there any tactics that were challenging? Why? - What tactic would you use when your opponent is doing x? Why? 	<p>Warm up: Children will play a game of ice and sun tag. Two players will be chosen to be ice- they are the catchers and they freeze people when they tag them. There will be one sun player who can unfreeze them. Include further challenge by adding more ice players.</p> <p>Introduce the learning objective. Discuss children's understanding of tactics, allow them to demonstrate if necessary. Divide the children into teams for Kick Rounders and ask them to discuss tactics. Use key questions to scaffold their thinking. Bring the class back together. With BH model different tactics e.g. kicking the ball into an empty space on the field, looking one way and kicking another. Using a carousel of activities, allow the children to go around and practise each tactic. When children are confident with the different tactics bring the class back together. Introduce 2/3 different scenarios children could face</p>	<p>Balls of different sizes</p> <p>Hoops</p>



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			<p>within 'Kick Rounders'. As a class, discuss what tactic children could use to change their intended action in response to their opponent. BH to sit with the lower ability pupils to scaffold discussion. Choose children to come out and model the scenario and chosen tactic.</p> <p>Cool down: Children will complete some stretches while they play Into the Jungle. HA pupils to suggest possible stretches for additional animals.</p>	
<p><u>Core task assessment</u></p> <p>I can move into different positions to catch a ball.</p> <p>I can kick with a suitable technique.</p> <p>I can move to try to intercept a ball.</p> <p>I can make simple decisions about where to kick the ball.</p> <p>I can watch and describe what others are doing.</p> <p>I know how to score and follow rules.</p>	<p>Outlined under the key skills.</p>	<ul style="list-style-type: none"> - Which position did you enjoy playing? Why? - Which position did you find the most challenging? Why? - What skills are required to play x position? - What was your highest score? How do you think you could improve this? 	<p>Warm up: Children will play a game of cups and saucers. Include further challenge by making certain colours worth more points.</p> <p>Introduce the core task. Model how to complete the task with BH and volunteers. Play the game with one kicker, one feeder and three fielders. The feeder rolls the ball to the kicker, who then kicks it into the field which contains 4 hoops arranged in a semi-circle. The aim is for the kicker to kick the ball into the field, pick up a bean bag and then run as far as possible around the hoops before the fielding team returns the ball to the feeder's base. The kicker scores by carrying the beanbag to one of the four hoops. The first base is worth one point, the second two points, and so on. The kicker can only run until the fielding team returns the ball to the feeder's base. The kicker has four turns and keeps</p>	<p>Balls of different sizes</p> <p>Hoops</p> <p>Cones</p> <p>Bean Bags</p>



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<p>I can make it difficult for opponents to score.</p>			<p>count of the points from each hit. Everyone takes turn to kick, field and feed.</p> <p>Share the videos taken from the original lesson. Use the key questions to help children to reflect and evaluate their performance. Children will need to identify two ways their individual performance improved and what they could continue to develop.</p> <p>Cool down: Children will complete some stretches while they play a miming game. Teacher to begin by modelling the game, completing some stretches that the children will mime. Then some children will come out and take on the teacher role.</p>	
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