

Beecroft Primary School – PE Planning

Stage: Reception Block: Moving and Walking 1

<p>Curriculum organiser</p>	<p>Focus and concentration, balance and control, kinesthetic awareness, gross and fine motor skills, confidence and self esteem, creativity, flexibility, strength and stability.</p>
<p>Experiences and outcomes</p>	<p>At the end of this PE unit of work pupils will</p> <p>Know: Different ways that I can link actions and skills to create movement patterns and sequences with their body. Explore how to move their bodies well, how to control it and finding out how to use and share space.</p> <p>Can do: Use a range of movement skills and techniques to continuing to keep improving level of performance and fitness using a range of key movement skills. Can develop these through practice and energetic play.</p> <p>Understand: How to be aware of my own and others' needs and feelings especially when taking turns and sharing resources. Beginning to understand and recognise the need to follow rules.</p> <p>Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.</p> <ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Bite-sized chunks that are clear and based on instruction and explanation. Explanation using teacher demonstration, books and videos where appropriate. Time taken to rehearse, revise and repeat the chunks of knowledge and the practice of skills. • Exemplary behaviour and comments made on sitting, standing still and listening. • Emphasis on learning and being able to explain the key vocabulary. • Repetition in oral work and insistence that the correct terms are used when speaking and answering questions. • Modelling of key words and physical activity skills. • Demonstration of high standards through construction and presentation.

Intent	Implementation	Impact
<p>I can move backwards, forwards and sideways without bumping into others in my own space</p> <p>I can follow a partner and their movements</p> <p>I can run and jump on the spot</p> <p>I can display a range of movements</p> <p>I can balance on one foot</p> <p>I can describe my movement</p> <p>I can move across the floor on my hands and feet tummy up or down</p> <p>I can move in different ways making different sounds with hands and feet and I can move silently</p> <p>I can climb up a slope and back down safely and carefully</p> <p>I can jump and land safely and quietly by 'squashing' my knees</p> <p>I can balance on my back with my feet in the air</p>	<p>Core movement skills and knowledge:</p> <p>Specific movement skills – agility, balance, coordination.</p> <p>What is fitness and health? How do we warm up properly?</p> <p>Heart rate. How do we feel before, during and after physical activity?</p> <p>Agility – being ready, on your toes, changes in direction.</p> <p>Balance – floor balances, apparatus balances, sporting balances.</p> <p>Coordination – Hand/eye – feet/eye coordination. Kicking, catching, dribbling.</p> <p>Moving Pupils to explore and give their own ideas about the different ways we can move our bodies.</p> <p>Lesson 1-2</p> <p>Moving around keeping our own space. Move around in different directions.</p>	<ol style="list-style-type: none"> 1. Moves at different speeds, levels and directions with others in a designated space. 2. Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. 3. Makes decisions in response to simple tasks, for example, knowing when to start and stop. 4. Focuses on task and pays attention to stimuli, for example, instructions from teacher or partner. 5. Shows awareness of body parts and body positions when performing a range of different movements. 6. Holds balance in various shapes and maintains balance when moving. 7. Is developing postural control when performing physical actions. 8. Holds body weight/position of stillness for short periods of time. <p>Create shapes. big/small/tall/thin/wide etc Create own shapes. Work alone then copy a partner's shape – mirroring, Show the class and feedback. Balances – use number of body parts. Share simple ideas. Partner balances. Rolls – teddy bear, tuck, dish, forwards. Balance – roll – balance. Traveling movements across the mats and around the mats. Copy traveling moves along a bench (walking different directions, different part of the body etc) Travel up and down a slope.</p>

<p>I can make my body into a rounded shape and rock back and forwards or side to side</p> <p>I can make a long shape and perform a log roll</p> <p>I can make star, tuck and pencil shapes with my body</p> <p>I can jump from low apparatus and land safely</p> <p>I can make jumping actions over low canes and in and out of hoops</p> <p>I can balance on 3 points (2 feet & 1 hand or vice versa)</p> <p>I can link 2 movements together without stopping</p> <p>I can move on, off, over and along apparatus in a variety of ways</p> <p>I can hold a body shape for a short period of time.</p> <p>I am aware of my body posture and shape in physical actions</p>	<p>Games Traffic lights. Red – stop. Amber – slow motion. Green – Go.</p> <p>What traveling movements do we know? Side stepping, skipping, walking, jumping... etc...</p> <ul style="list-style-type: none"> - Travel at different speeds and directions. - Obstacles to move around and each other. - Move at different levels. - Move on hands, tummy, back... etc... - Jump over hurdles/climb underneath. - Can we make different shapes with our bodies – different levels. High, medium, low. - Progress to moving in pairs. <p>Lesson 3-4 Travelling movements on different apparatus.</p> <ul style="list-style-type: none"> - As above – over, under, off and along apparatus. - Progress to moving in pairs – over, under, off and along apparatus. - Progress to linking a travelling move with a jumping move off the apparatus. - Progress to the holding a shape when off the apparatus. 	<p>Different types of jumps off a bench. Look at shapes in the air off a bench – straight, tuck, star. Link traveling and jumps together.</p> <p>Gymnastics circuit to practice all areas and show work.</p>
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Lesson 5-6

Exploring size and shape.

Explore big movements

Ask pupils to describe things that are big. What do we mean by the word 'big?' Ask pupils to show you all the different ways they can move making their bodies as big as possible. Give pupils time to share and try others' ideas.

Explore small movements

Ask pupils to describe things that are small. What do we mean by the word 'small?' Ask pupils to show you all the different ways they can move making their bodies as small as possible. Give pupils time to share and try others' ideas.

Explore making big and small shapes

Ask pupils to show you all the different ways they can create shapes with their bodies. Can pupils describe which shapes are 'big' and which shapes are 'small?' Give pupils time to share and try others ideas.

Lesson 7

Transition between different zones on apparatus.

Set the apparatus up in four zones.

Each zone should be labeled so that there are high movements and shapes (zone 1), low movements and shapes (zone 2), big movements and shapes (zone 3) and small movement and shapes (zone 4).

Consideration splitting the class into set ability groups, adapt and change the apparatus for the appropriate group. Pupils can work on their own or in pairs to create movements and shapes that correspond with the zone that they are working within. Rotate each group around the zones.

Ensure that every pupil has time to explore using the apparatus in each zone.

Share examples of pupils movements and shapes as they work. Discuss why these ideas are interesting and also encourage pupils to describe if the movement is 'high' or 'low', 'big' or 'small'.

Walking 1

Movement and using pathways.

Lesson 1-3

Explore walking and different ways of walking. Can pupils walk in different

directions? (Forwards, backwards and sideways.) Can pupils walk at different speeds? (fast and slow.) Can pupils walk using different parts of their feet (Heel, balls, sole and toes). Ask pupils, 'How does walking on different parts of our feet effect how we walk?' Have pupils got their own ideas for walking?

Explore pathways

Ask pupils to start walking in straight lines. On a the whistle pupils must turn sharply to the side and walk in a new direction. When pupils change direction do they move into space? Explain to pupils that a pathway is the direction we travel. Can pupils explore walking in different pathways? For example zigzags, spirals or circles. Can pupils walk in their pathway fast or slow, high or low?

Games

- Follow the leader
- Walkie Talkie
In pairs, can pupils walk around the space avoiding collisions with other pairs?
Partner 1 begins by walking in the space with partner 2 following closely behind.
Partner 2 calls out different ways for partner 1 to walk. Can partner 1 copy partner 2's

ideas? On your command swap roles. Can partner 1 successfully copy partner 2's ideas?

Lesson 4

Different movements, pathways and movements games.

Walking Circuit

Set up 6 stations, use cones to identify each station. In small groups, pupils will perform the activity for each circuit. On your command, 'go' pupils start and on your command, 'stop,' pupils finish the station. Pupils rotate to the next station.

All activities take place at the station, for example:

Station 1: Run, Station 2: Jump,
Station 3: Hop Station 4: Walk,
Station 5: Jog, Station 6: March

Lesson 5-6

Introduce marching.

Pupils begin marching on the spot to a rhythmical pattern, taking a step in time with the beat.. Can pupils march on the spot? Can pupils march moving around the space? Can pupils change direction?

The Grand Old Duke of York
Read pupils the nursery rhyme, 'The Grand Old Duke of York.' Can pupil's march throughout the rhyme?
Challenge pupils by allocating different marching actions to each sentence of the rhyme.

Oh, The grand old Duke of York, He had ten thousand men. Pupils march on the spot.

He marched them up to the top of the hill. Pupils march with their arms above their heads.

And he marched them down again. Pupils march with their bodies low to the floor.

And when they were up, they were up. Pupils march with their arms above their heads.

And when they were down, they were down, Pupils march with their bodies low to the floor.

And when they were only half-way up, They were neither up nor down. Pupils march, turning around on the spot.

