

Beecroft Primary School – PE Planning

Stage: Year 1

Block: Hands and Feet – Ball Games

| | |
|---------------------------------|---|
| Curriculum organiser | Focus and concentration, balance and control, kinesthetic awareness, gross and fine motor skills, confidence and self esteem |
| Experiences and outcomes | <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 the use of my hands and feet with different equipment.</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.</p> <p>Understand: How to progress and achieve by discussing thoughts and feelings and giving and receiving feedback. Understand that there are different movement skills that allow our body to move and how we can use our hands and feet to move with and play with different equipment. Begin to understand the consequences of not being able to apply these movement techniques during games.</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 take part in moderate to vigorous physical activity and sustains a level of activity that provides challenge.</p> <p>I can describe how my body feels during and after sustained activity.</p> <p>I can demonstrate short bursts of fast movement from stillness.</p> <p>I can show postural control when starting, stopping and changing direction.</p> <p>I can sustain moderate to vigorous physical activity that lead to improvement/showing stamina.</p> <p>I can demonstrate understanding of how to sustain moderate to vigorous physical activity that provides challenge.</p> <p>I can perform a range of effective, dynamic movement skills specific to physical activities.</p> <p>I can roll/push/slide/throw a bean bag/ball.</p> <p>I can roll/push/slide/throw a bean bag/ball to my partner.</p> <p>I can dribble a ball with my feet or hands, with increasing levels of control or speed.</p> | <p>Core movement skills and knowledge built into games lessons throughout:</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>All games are built upon with the addition of rules and demonstrations (teacher and pupil) to allow children to progress through the games, thinking and discussing new rules and skills.</p> <p>Feet</p> <p>Lesson 1-2</p> <p>Movement with the ball using feet. Discussion of dribbling as a skill and why it is important.</p> <p>Games</p> <p>Follow the leader – In threes, take turn to be the leader and lead their group across the space. Leader is</p> | <ol style="list-style-type: none"> 1. Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. 2. Describes how the body feels during and after sustained activity. 3. Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it. 4. Moves at different speeds and is able to maintain balance whilst changing direction quickly. 5. Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. 6. Clearly communicates with their partner – talking about the movement skills and why they are important during games. 7. Clearly communicates with their partner, discussing how to apply the correct techniques when practicing and when playing games. 8. Demonstrates further hand-eye-foot coordination – Beginning to show control with foot-eye coordination. 9. Makes decisions when presented with options and can explain why. 10. Plans and creates a sequence of actions, for example, bounce the ball three times, then change direction and change how you travel with the ball. |

I can recognise and respond to both internal and external cues at the same time, for example, follow the leader.

I can roll/push/slide/throw a bean bag/ball at a target whilst on the move.

I can recognise different emotions when it comes to winning and losing.

I can increase my confidence and self-esteem by sharing and engaging.

I can take part in practice play and in competitive play.

encouraged to think about different ways to move their body and change direction to keep their team on their toes and using their agility. Add a ball to dribble around.

Zig zag courses – Move across the space in their threes using a zig zag pathway. Set up cones in a zig zag pattern. Dribbling around the cones. Can be used as races later on.

Gates – dribbling their ball around cones and moving through the gate (two cones of the same colour) – how many gates do they go through in a set time? Then with a partner can they dribble the ball and then pass through the gates.

Space invaders – Dribbling the ball around cones. Then add in 1, 2, 3 space invaders. They are to try and get the ball from the children dribbling. Rules set at the start. They cannot touch the person. Only the ball with their feet. ***Should provoke discussion on turning their body and presenting their back to the space invader.***

Lesson 3-4

Passing the ball with feet.

Games

Gates – dribbling their ball around cones and moving through the gate (two cones of the same colour) – how many gates do they go through in a set time? Then with **a partner** – stationary - pass through the gates.

Progress to the partner with the ball then dribbling to find a new partner on the whistle. Pass through the gates.

Mud monsters

Cones spread around the area. Pupils pass and dribble. If their ball touches a cone they become stuck.

Progress to:

Choosing a pair to become mud monsters (defenders). The defenders job is to tag the pupil in possession of the ball. If a pupil is tagged, both pupils in the pair are stuck. Pupils are stuck and released as above. Can pupils apply their understanding of passing, dribbling and receiving to keep possession of the ball, avoiding the defenders?

Lesson 5-6

Keeping possession and scoring a point.

Warm up

Aiming at different targets – Kicking the ball.

Games

Hunter: Scoring a point

In **groups of 4**, mark out scoring zones within the playing area. The aim of the game is for attackers (who each have a ball) to dribble into a zone to score a point. How many points can the attackers score in an allotted time? Once pupils have dribbled into a zone, they then need to dribble into a different zone. Reinforce where, why and how we dribble using our feet.

Hunter: Keeping possession

Progress to: Choose one pupil in each group to be the defender. The defender's job is to try and gain possession of the attacker's ball by tagging them. If a defender tags an attacker, the attacker stops and gives the defender their ball. The attacker and defender swap roles.

Lesson 7

Mini team games

In **groups of 4/5** (one ball per group), lay out markers around the space. Pupils apply their knowledge and understanding of dribbling, passing

and receiving to keep possession of the ball as a team. The aim of the game is for pupils to keep possession, avoiding making contact with the cones. If the attackers make 5 successful passes they score a point. If the ball hits a cone the invisible defenders score 1 point. The first team to score 5 points wins.

Choose one pupil to be real defender to gain possession of the ball. If the attackers lose control of their ball the defender can gain possession. If the defender intercepts the ball or the ball is kicked out of the space the defender scores 1 point. The defender is not allowed to tackle the attackers. If the attackers make 5 successful passes they score a point. The first team to score 5 points wins.

Hands

Lesson 1-2

Movement with the ball using hands. Discussion of dribbling as a skill and why it is important. Bouncing the ball as they move.

Games

Follow the leader – **In threes**, take turn to be the leader and lead their

group across the space. Leader is encouraged to think about different ways to move their body and change direction to keep their team on their toes and using their agility. Add a ball to dribble around.

Zig zag courses – Move across the space in their threes using a zig zag pathway. Set up cones in a zig zag pattern. Dribbling around the cones. Can be used as races later on.

Gates – dribbling their ball around cones and moving through the gate (two cones of the same colour) – how many gates do they go through in a set time? Then with a partner can they dribble the ball and then pass through the gates.

Postman Pat: Dribbling

In groups of 4, spread spot/cones on the floor within the playing area. Pupils stand on a marker (spot/cone). Give one pupil a ball. On your command the pupil starting with the ball dribbles to another pupil who is standing on a marker and gives them the ball, taking their place on the spot. Pupil 2 then dribbles the ball to another pupil who is standing on a spot. The game continues until you say stop. How many times can each group swap the ball in an allocated time? Are pupils dribbling with

control? Are the pupils waiting to receive the ball?

Lesson 3-4

Passing the ball with hands. How can we pass so it is easy for **our partner** to catch? Progress to why it is important to pass and THEN move.

Games

Gates – dribbling their ball around cones and moving through the gate (two cones of the same colour) – how many gates do they go through in a set time? **Then with a partner** – stationary - pass through the gates.

Progress to the **partner with the ball** then dribbling to find a new partner on the whistle. Pass through the gates.

Postman Pat: Passing

Markers placed around the space – more markers than pupils. **Pupils in groups of 4.** Focus on pupils' passing and receiving skills. The player starting with the ball passes the ball to another pupil who is standing on a marker. Once they have passed the ball they need to move to an empty marker in a space. Do pupils apply the correct technique, stepping into the pass, pushing the ball away from their body? Are pupils ready to

receive the ball? How many accurate passes can they make in their team? Do they select a spare marker close enough for their team member to pass to them?

Progress to:

Postman Pat: Passing and dribbling.
In groups of 4. Markers placed around the space – More markers than pupils. Pupils combine dribbling, passing and receiving skills to keep possession. The player starting with the ball can dribble into space before passing the ball to their partner who is standing on a marker. Once they have passed the ball they need to find an empty marker in a space. Do pupils dribble keeping control? Do pupils apply the correct technique, when passing? How many accurate passes can they make in their pairs?

use the cones as invisible defenders

Lesson 5-6

Keeping possession and scoring a point.

Warm up

Aiming at different targets – throwing the ball.

Games

Hunter: Scoring a point

In groups of 4, mark out scoring zones within the playing area. The aim of the game is for attackers (who each have a ball) to dribble into a zone to score a point. How many points can the attackers score in an allotted time? Once pupils have dribbled into a zone, they then need to dribble into a different zone. Reinforce where, why and how we dribble using our feet.

Hunter: Keeping possession

Progress to: Choose one pupil in each group to be the defender. The defender's job is to try and gain possession of the attacker's ball by tagging them. If a defender tags an attacker, the attacker stops and gives the defender their ball. The attacker and defender swap roles.

Lesson 7

Mini team games

In groups of 4/5 (one ball per group), lay out markers around the space. Pupils apply their knowledge and understanding of dribbling, passing and receiving to keep possession of the ball as a team. The aim of the game is for pupils to keep

possession, avoiding making contact with the cones. If the attackers make 5 successful passes they score a point. If the ball hits a cone the invisible defenders score 1 point. The first team to score 5 points wins.

Choose one pupil to be real defender to gain possession of the ball. If the attackers lose control of their ball the defender can gain possession. If the defender intercepts the ball or the ball is pushed out of the space the defender scores 1 point. The defender is not allowed to tackle the attackers. If the attackers make 5 successful passes they score a point. The first team to score 5 points wins.

'FIVE A DAY' APPROACH

| Explicit Instruction | Cognitive and Metacognitive Strategies | Scaffolding | Flexible Grouping | Using Technology |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • Teacher explanation: clear with pictures to refer to on PPT. • Practice of routine exercises: in pairs practising the writing process. • Small steps: -how to answer comprehension questions broken down into how we read the question, how we look for the right information and read around it, how we refer back to the question to try and answer it. -Chunked work for EW, LD and AA in 2SC • Examples and non-examples: Diagrams • Clear and unambiguous language. • Using carefully selected visual aids: PPTs, all same model of book, clips on bird flight and owls sleeping. • Modelling how to complete a task: How to use the plan to write, | <ul style="list-style-type: none"> • Explicitly teach metacognitive strategies (how to plan, monitor and evaluate learning, graphic organisers): Writing the writing process with the children each time we write- questions and steps are repeated and remembered. • Model own thinking. Thinking aloud to upscale writing. • Set appropriate level of challenge to develop self-regulation & cognitive skills. • Promote and develop metacognitive talk: • Teach how to organise & effectively manage their learning independently. Efficient planning- T to model using the plan to be an aid when writing. IF we organise it well, it will help us to write! • Introducing content in small steps: • Helping pupils consider new ways | <ul style="list-style-type: none"> • Visual (e.g partially completed model): Word list with pictures to support SEN for each chapter. • Written (e.g. list of key words and phrases). PPT pictures with words to help EAL learners understand new concepts • Verbal (e.g. re-teaching key content following a misconception). • Writing frames. Wordmats used to help with writing. • Task checklist. Writing process on the board. • 'I do/we do/you do': | <ul style="list-style-type: none"> • Groups based on current individual needs shared with others. • Additional explicit instruction required: 2EE 2SC- LD, AH, EW, DS, LR, AA-timers to be used. • Reading Partners (mixed ability): - discussion and explicit teaching on HOW to talk to our partners- questioning and giving thoughts rather than shouting answers. • Group supported by teacher • Group supported by TA. RA with LD for writing. | <ul style="list-style-type: none"> • Instructional apps. • Apps to provide tools to aid learning. Clevershare to share good practise and to model editing work • Speech-generating apps for communication. • Delivery of subject content (PPT, videos, photographs, interactive games, etc): PPT, YouTube videos. • Assessment opportunities (quiz). • Class collaboration – OneNote (shared content, individual drafting, support materials). |

| | | | | |
|---|---|--|--|--|
| <p>modelling how to answer the question and look for information in the text.</p> <ul style="list-style-type: none"> • Anticipating and planning for misconceptions: • Highlighting essential content & removing distracting information. • Checking pupils' understanding. | <p>to remember new information:</p> <p>Number of stages, visual</p> <ul style="list-style-type: none"> • Frequently ask learners to recall previously taught content: <p>Time at each small step to learn new step and build on previous step(s)</p> <ul style="list-style-type: none"> • Promote metacognition. | | | |
|---|---|--|--|--|