

## Physical Education - Sea Biscuit

<b>Key Stage/Year</b>	KS2
<b>Approximate Number of Lessons and Term</b>	14 lessons
<b>Qualification/Exam (if applicable)</b>	n/a

<b>Consideration of prior learning</b>	Students build on their prior knowledge from the last academic year curriculum based on the classes overall ability. Prior learning at KS2 through the MEinPE assessment model around the importance of a healthy active lifestyle and the impact of sport and physical activity has on the body.
<b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b>	Knowledge recall is used at the start of every lesson to recall previous learning from the previous lesson. Formative assessments such as Q&A, snowball questioning, low-stakes group work and reflective writing recall.

<b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b>	Students will apply their learning through the MEinPE assessment approach at the end of each scheme of work through assessment lessons. Formative assessments such as Q&A, snowball questioning, low-stakes group work and reflective writing recall.
--	---

Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Head - I can explain the role of a referee in football	2	<p><b>Starter</b> Dribbling the ball –</p> <ul style="list-style-type: none"> <li>- Teacher calls directions and ch need to dribble there ball in those directions and body parts ch to put that body part on the ball -</li> <li>- If teacher says swap ch to pass ball to another child who hasn't got a ball.</li> <li>- Ch who don't have a ball continue to run around space</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can explain when coordination is used			
Hands - I can pass the ball accurately with my stronger foot			

		<p><b><u>Activity 1 – Identifying how to pass</u></b></p> <ul style="list-style-type: none"> <li>- Guided discovery – allow ch to have 1 ball in pairs and let them go away and practice how to pass – they have to work out as a pair the teaching points (TP’s) of the pass? (If they were to teach someone how to pass a ball what would they need to tell them?)</li> <li>- Then bring class in and discuss correct teaching points - then allow ch to practice passing the ball between,</li> <li>- This time ask ch to focus on the best way to stop the ball – After 3 mins of ch passing get them to discuss with their partner how’s best to stop the ball – then decide as a class how’s best</li> </ul> <p>Progression</p> <ul style="list-style-type: none"> <li>- Allow children to then increasing distance between as they get confident with passing – stepping back when they know they can pass at each distance</li> </ul> <p><b><u>Activity 2 – Accurate passing</u></b></p> <ul style="list-style-type: none"> <li>- Ch in pairs to place 2 cones between them creating a gate – ch aim is to pass the ball accurately to their partner so it goes through the gate</li> </ul> <p>Progression for MA - Ch to make gate smaller</p> <p><b><u>Activity 3 – Passing under pressure</u></b></p> <ul style="list-style-type: none"> <li>- Two pairs join together and play piggy in the middle (3v1) – In order to score 2 passes must be made, if the piggy gets it they get a point, 1<sup>st</sup> to 5 points then swap piggy</li> </ul>	
--	--	--	--

		<p><b><u>Game play – 4v4</u></b></p> <ul style="list-style-type: none"> <li>- Group ch by ability and allow them to play against each other</li> <li>- MA - 3 complete passes = 1 goal; LA – 2 complete passes = 1 goal</li> </ul> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	
<p>Head - I can explain one rule and apply it to a game</p>	<p>2</p>	<p><b><u>Starter</u></b>            Passing relays -</p> <ul style="list-style-type: none"> <li>- Students in 4 groups - 2 lines opposite each other</li> <li>- Person at the front of 1 of the lines with a ball, they pass the ball to the person in the line opposite and run to the back of the opposite line</li> <li>- Student continue to do this changing how they travel to the back of the line (skipping, hopping, sideways, jumping)</li> <li>- Recap passing technique from last lesson</li> </ul> <p><b><u>Activity 1</u></b> – Passing on the move</p> <ul style="list-style-type: none"> <li>- Ch in pairs to dribble around the field passing the ball between them</li> </ul> <p><b><u>Progression</u></b></p> <ul style="list-style-type: none"> <li>- 4 lines of ch – 2 lines standing opposite each other with a gap of 5 metres apart, ch at start of all lines have a ball they dribble their ball towards the opposite line and when they get close they pass the ball to the person at the front of the line – remind ch that they need to think about timing of their pass and that they must keep their head up</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>Heart - I can recall what coordination means</p>			
<p>Hands - I can pass whilst actively moving</p>			

**Activity 2** – Shooting (*Can use actual football goals and rotate groups using them*)

Teacher to explain how to shoot – same as passing technique but more power behind –  
Q - How do we get more power?

1. 5 equal groups of ch – set up 5 goals around the field (using cones) – 1 group at each goal

- Place a cone 2m out from goal – ch to take it in turns to practice shooting from that cone

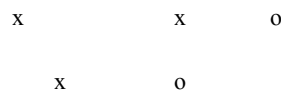
**Progression for MA**

- Place 5 cones in semicircle 3m out from goal – ch to take it in turns to try shooting from different angles

β β Set out as follows

**Activity 3** – Passing and shooting

- Ch in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up as below. x = cones o = goal



**Game play** – Through the gate (see diagram at bottom of page)

- 2 pitches set up with 4 goals on each pitch, the goals placed just inside each corner of the pitch

		<p>- In order to score the ball must be shot through a goal for <b>LA</b>; For <b>MA</b> chn they must shoot ball through goal and must be stopped by player on other side</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	
Head - I can identify two rules in football	2	<p><b>Starter</b> Students in pairs to dribble ball around field passing it between themselves</p> <p>THEN pupil led stretches ask children to provide stretches</p> <ul style="list-style-type: none"> <li>- <i>Closing down</i> – means basically running towards them quickly and straight away – as soon as they receive the ball</li> </ul> <p><b>Activity 1</b> – Tackling</p> <ul style="list-style-type: none"> <li>- Explain to children that if you contact with a person and not the ball you give them a free kick and there team gain possession</li> <li>- Teacher shows children how to tackle (body sideways on, step in with one foot (try to get next to or close to ball), then keeping other leg strong strike the ball)</li> <li>- In pairs ch take it in turns to dribble up to each other, partner without ball tackles their partner – 5 turns each then swap</li> </ul> <p><b>Activity 2</b> – Defending</p> <p>1. Explain defending technique - Standing sideways on, closer to person you are marking, but not right near them</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can explain when coordination is used in football			
Hands - I can gain possession of the ball through an effective tackle.			

		<p>- In groups of 3 – 1 person defending and 2 trying to pass the ball between them (piggy in the middle) – defender to stand how we discussed and to try and stop a pass being made – attackers score a goal by making 2 passes, defender gets a point every time they get the ball – 1<sup>st</sup> to 5 points then swap defender</p> <p>2. Explain to ch that instead of intercepting passes we can try and make attacker make a mistake by closing them down - In same groups – 1 person defender, 2 attackers – defender passes ball to 1 of the attackers and then closes them down - Attackers take it in turns to pass ball to defender (defender has 4 tries then swap roles)</p> <p><b>Game play</b> – Through the gate</p> <p>- 2 pitches set up with 4 goals on each pitch, the goals placed just inside each corner of the pitch</p> <p>- In order to score the ball must be shot through a goal – teams can get extra points for every time someone tackles and gets the ball off the other team</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	
Head - I can apply one rule to a game situation	2	<p><b>Starter</b></p> <p>Football ball dog –</p> <ul style="list-style-type: none"> <li>- 1 ball per 2 ch – except 2 children who start in middle without ball</li> <li>- Teacher calls out letters in names, or who has a sister etc.. and children try to dribble ball from one end of football pitch to other then give ball to partner</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their</p>
Heart - I can explain when coordination is used in football			
Hands - I can apply previous learning to attacking situations			

		<p><i>(1 person from each pair will have to dribble one end and back at some stage) – teacher asks children to give stretches</i></p> <p><b>(Can always play 2 separate games – MA with MA and LA with LA)</b></p> <p><b><u>Activity 1</u></b> – Attacking skills</p> <p>- Recap use of space and discuss why we need to use space</p> <p>Then in groups of 4 – children practice 3 v 1 and using space in a square grid – 3 passes to score 1 goal for attackers and defender to get ball to score 1 point – 1<sup>st</sup> to 5 points and swap – Emphasis on using space – once ch pass ball they need to move in to a space</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul> <p><b><u>Activity 2</u></b> – Triangle play</p> <p>- Same groups as above and same activity</p> <p>- This time the attackers need to think about always staying in a triangle shape between ch time to play with the triangle shape in mind – then give them time to discuss why v and use the triangle shape when attacking THEN Q ch to find answer</p> <p><b><u>Game play</u></b></p> <p>- 2 pitches with a goal at either end and 4 teams</p>	<p>learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
--	--	--	---



		<p>- Aim is for teams to score a goal – when a goal is scored a ball starts in centre with te scored</p> <p>- Play 4 minute games then rotate teams round</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	
Head - I can explain why exercise is good	2	<p><u>Starter</u></p> <ul style="list-style-type: none"> <li>· Students jog around and perform different activities for 10 second on teachers whistle e.g. star jumps, hopping on spot</li> <li>· Students stretch focusing on legs</li> </ul> <p><u>Activity One: Fitness Monopoly</u></p> <ul style="list-style-type: none"> <li>- Students are to chose which coloured cone they wish to be</li> <li>- Using the dice, students take in turns to roll the dice, move around the fitness monopoly board, and explain to the group what exercise needs to be completed</li> <li>- Students need to move around the board at least once until a rest is given.</li> </ul> <p>Q - Why is exercise good? What benefits does exercise have? Can you name one muscle in the human body? What is the purpose of that muscle? What type of muscle is the heart?</p> <ul style="list-style-type: none"> <li>- Students continue with the Fitness Monopoly</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can identify one muscle in the body			
Hands - I can engage in Fitness Monopoly			

		<ul style="list-style-type: none"> <li>- All squares as a group need to be completed before the game is finished.</li> </ul> <p>Plenary</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	
Head - I can explain one benefit of exercise	2	<p>Benefits of exercise</p> <p>Starter</p> <p>Stretching group cards</p> <ul style="list-style-type: none"> <li>- Each group has a set of cards explaining stretches for certain muscles</li> <li>- They need to perform the stretches and warm ups before taking part in the hiking steps challenge</li> </ul> <p>Main session.</p> <ul style="list-style-type: none"> <li>- Students are taken off-site to a planned area (Beacon Hill)</li> <li>- Each group is given a step counter</li> <li>- They need to complete the most amount of steps as they can, whilst completing certain challenges given by the teacher, before returning to the starting point at a given time</li> </ul> <p>Q - what are the benefits to exercise, why do people exercise, name two muscles in the body. How to we stretch and warm these muscles up ready for exercise</p> <p>Think, pair, share</p> <ul style="list-style-type: none"> <li>- Students think of one piece of information they have learnt from the lesson</li> <li>- Share this with another student or member of staff</li> <li>- Share their learning and understanding with the group</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
Heart - I can identify two muscles in the body			
Hands - I create a circuit training session of my own			

**Possible Adaptations for Higher and Lower Achievers**

Higher achievers - Differentiation in formative assessment, creating questions for their peers to discuss and solve, development of checking strategies, more challenging worksheets and thinking around lesson content.

Lower achievers - Visual aids for learning content, differentiation on learning objectives, scaffolded learning provided by the teacher and teaching assistants in terms of a step by step approach/to do list. Creating questions for an answer provided to promote thinking