

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year A – OAA

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.
POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Know how to work effectively with others and as part of a team.
- Show enthusiasm, determination, and resilience.
- Have the physical skills to be able to show good use of coordination.
- Social skills knowing how to communicate and form friendships with others.
- Have good self-esteem and take part in a range of PE games and activities.
- Work as a pair and in small groups.
- Know how to use a variety of equipment, resources, observe and copy what others have done.
- To be able to talk about what they are doing using appropriate vocabulary, listen and follow simple instructions and rules.

Long-term Learning (what pupils MUST know and remember) End Goals

OAA

- To know how to work well with others and as a team and to know what it takes to be a good leader.
- To develop knowledge and understanding of key words that relate to leadership and team building.
- To know how to identify if their strategy worked.
- To know the difference between verbal and non-verbal communication.
- To know how to work collaboratively and communicate with partners and to find solutions to problems

Key Vocabulary

Verbal communication, non- verbal communication, trust, confidence, teamwork, leadership.

Session 1 – Pupils will be able to describe what leadership and teamwork means and involves. Pupils will develop the ability to work as part of a team to complete the task.

- To know how to work well with others and as a team and to know what it takes to be a good leader.
- To know how to problem solve and think through possible problems before arriving at a solution.
- To know how to work effectively in groups demonstrating teamwork and leadership.
- To know how to create different solutions to problems to be the first to gain points for their team.
- To know how to get into a line silently in order of height, shoe size, age, or hair length.
- To know how to work together to navigate blindfolded around the space.
- To know how to untie themselves from a human knot with and without talking.

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Healthy Participation – To discuss the benefits of having good posture throughout the day. The posture of your body when you're sitting or standing. Talk about if you slouch on your chair and if you are sat at your desk make sure your feet touch the floor. A bad posture can cause bad back problems.

Vocabulary – Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership.

Attached blindfold obstacle course- <https://youtu.be/rjHz8tS8tTo>

Session 2 – Pupils will develop the ability to be a valuable member of a team. Pupils will develop trust and confidence in their group through participating in the team activities.

- To know how to discuss, plan and come up with a strategy before the challenges begin.
- To be able to identify who is the team leader.
- To know who works well together and identify how successful the team was.
- To know how to work in teams and engage in team building activities such as the log shuffle.
- To develop knowledge and understanding of key words that relate to leadership and team building.
- To know how to stand in relay lines and pass an object without using their hands down the line.

Healthy Participation – Know some reasons for warming up and cooling down and how it can affect your performance in PE.

Vocabulary – Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership.

Session 3 – The aim is for all pupils to get over, under and through the electric fence. Pupils will be able to demonstrate that they can relate each challenge to the leadership and teambuilding principles.

- To effectively work in a team and develop trust and confidence in their group.
- To know how to show that they can work together as a team to overcome the problem.
- To know how to get over, under and through the electric fence or across the pond and discuss strategies to overcome the problems.
- To know how pick out the strengths and weaknesses of the team members and adapting to them accordingly.
- To know how to reflect on the activities and discuss what they would do better next time.
- To know how to identify if their strategy worked.

Healthy Participation – To discuss the benefits of a healthy balanced diet having good nutrition helps to promote bacteria in the gut that's helps us to "feel good" signals get through to the brain.

Vocabulary – Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership.

Session 4 – To be able to work in teams building relationships that will allow them to effectively communicate. Pupils will reflect on their approaches to the different group tasks. Pupils will continue to develop trust amongst each team. Pupils will be working on developing their non-verbal communication.

- To know how to work together as a team pupils must try and balance as many members as possible of the team inside the hoop.
- To know how to use different methods of balancing and counter balancing (having trust in each other).
- To know how to guide and devise a system of communicating guiding the sheep into the pen (e.g., clapping, barking, and whistling). The shepherd as the team leader.
- To know the difference between verbal and non-verbal communication.

Healthy Participation – To understand that exercise can help your body stay at, or reach, a healthy weight. To stay at a healthy weight, you must regularly exercise to burn off energy.

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Session 5 – Pupils will be able to work in their teams’ building relationships that will allow them to effectively communicate. Pupils will reflect on their approaches to the group tasks. Pupils will continue to develop trust amongst each team.

- To be able to demonstrate that they can effectively communicate with the rest of their team.
- To know how to work within a group to adapt to their strengths and weaknesses to be successful in a boat race/ steppingstone.
- To know how to successfully complete the challenge by being able to cooperate and come up with effective strategies.
- To know how to cross the swamp using different pieces of equipment and they must get from one side of the field to the other.
- To know how to work collaboratively and to find solutions to problems.

Healthy Participation – Discuss the benefits of sleep and how a good night’s sleep can help to improve concentration and boost emotional stamina. Ask pupils how many hours a night do they think they have? Talk about aiming for 7-9 hours of sleep a night.

Vocabulary – Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership.

Session 6 – Pupils will develop their communication skills and will be able to provide concise instructions to their blindfolded partner.

- To know how to communicate with partners to reach the end of the minefield.
- To know how to guide blindfolded partner from one side to the other without touching anything on the minefield.
- To know how to use very precise and clear instructions.
- To know what makes a good instructor and a bad instructor.
- To know how to identify personal attributes they feel they have developed through the activities.

Healthy Participation – Discuss the benefits of exercise - moving muscles produces endorphins and a chemical that helps the brain deal with stress.

Vocabulary – Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership.

Future learning this content supports:

This unit will support future subjects in UKS2. Will be able to work with others effectively to solve problems. Pupils will be able to lead others and to be lead. Differentiate between when a task is competitive and when it is collaborative.

Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math’s (measuring distances, collating data & comparing recordings against other bests).