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Games – Medium and Short Term Planning Sheet

Class: Year 3 **Half Term:** Aut 2

Invasion 2 of 2

Physical ME	Social ME	Thinking ME	Healthy ME
<p>Use running, jumping, throwing and catching in isolation and in combination through games activities</p> <p>I can keep possession of the ball against a defender. To play an uneven game 3 v 1 or 3 v 2 which attacks a goal. I can begin to understand some simple attacking and defending principles and devise a simple scoring system. I can combine pace, direction and control to prevent scoring.</p> <p>(S2A Navy 18)</p>	<p>Enjoy communicating, collaborating and competing with each other in competitive games (NC2014)</p> <p>I can control feelings if I am winning or losing.</p> <p>(S2A Navy SM 2).</p>	<p>Be able to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>(NC2014)</p> <p>I can judge when and where to move to receive the ball and to discuss simple tactics for attacking / defending with their team players.</p> <p>(S2A Navy TM 7)</p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I can take my pulse and explain what happens to my heart rate when active</p> <p>To keep travelling for sustained periods of time</p> <p>(S2A Navy 6)</p>
Objectives ideas	<p>Physical Me: To perform a range of FMS in isolation and combination. To Keep possession of the ball against a defender plying in an uneven 3 v 1 / 3 v 2 game which attacks a goal.</p> <p>To combine pace, direction and control to prevent the other attackers from scoring.</p> <p>Social Me to control feelings if winning or losing.</p> <p>Thinking Me: To judge when and where to move to receive the ball.</p> <p>Healthy Me: To keep active for sustained periods of time in the lesson.</p>		
Additional objectives (specific to class needs)	<p>To all bring in PE kit and get changed quickly and quietly</p> <p>To follow at least one of the Olympic / Paralympic Values</p>		
Additional challenge ideas	<p>Physical Me: To devise a scoring system for their game.</p> <p>Social Me: To celebrate success and encourage your team mates at all times.</p> <p>Thinking Me: To clearly discuss simple tactics for attacking and defending with their team players.</p> <p>Healthy ME: To be able to take my pulse and explain what happens to their heart when active.</p>		
Cross-curricular links	<p>Health and Safety</p> <p>Values</p> <p>IT use of video clips</p>		

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<p>Resources</p> <p>Inclusion</p>	<p>Camera / IPAD Top Games invasion cards Range of games invasion equipment: different size bats / balls Use of TA STTEPS model: How will you adapt the environment to stretch / meet needs of all pupils Space, Task, Time, Equipment, People</p> <p>Include specific needs from your class G & T, SEN etc.</p>
<p>Part 1 Warm up ideas Skill development ideas: Locomotion and Stability</p>	<p>Warm up to cover individual movement actions through to combinations of actions with control stopping, landing accurately. The game to include change of speed and direction.</p>
<p>Part 2: Skill development (Skill development, Locomotion and object control)</p>	<p>To practise sending and receiving to a partner depending on focus invasion game</p> <p>Develop practises to develop to passing and moving with control, change of speed, direction into a space line to line.</p> <p>Then as above to scoring into a goal.</p>
<p>Part 3: Competitive challenge (Skill development, Locomotion and object control) Social me, physical and thinking me Warm down Part 4</p>	<ul style="list-style-type: none"> To play a teacher led uneven invasion game 3 v 1, 3 v 2 You can adapt the Top invasion card 4 v 1, encourage problem solving how you can deceive the defender, challenge the attackers, the use role of change of speed, direction and control. Change the role of the defender after each min / two. <p>Play again and discuss if the tactics worked and evaluate how the skill development practise they made up is supporting their play or does it need to be changed e.g. to make it easier for the defender</p>
<p>Questioning Ideas Use of TA / ICT</p>	<p>How can many ways can you deceive the defender? How can you adapt the game to challenge the attackers? Why is it important to work as part of a team and congratulate all efforts even if your team did not receive / intercept play? Which role was more physically intense after taking your pulse rate? Where is the best positioning for the defender to be able to stand and intercept the ball? Why is it important to have accurate passes?</p>

Gymnastics Activities/FMS – Medium and Short Term Planning Sheet

Class: Y3 **Half Term:** A2

Physical ME	Social ME	Thinking ME	Healthy ME
<p>Use skills, actions and ideas appropriately and apply and develop a broader range of skills in gymnastics learning how to use the movements in different ways and link actions to make sequences of movement Develop their flexibility, strength, technique, control and balance through gymnastics. (NC2014)</p> <p>I know how to and can perform a simple sequence that links together at least 3 balances... and shows a starting and finishing position (S2A Navy 3) I know how to and can show tension and clarity of shape when I balance and can move from one balance to another using a variety of actions (S2A Navy 2) I can swing on a rope or bar with control and land or stop safely (S2A Navy 10)</p> <p>I can select and link at least 3 actions in a sequence demonstrating contrasting speed. To show tension and clarity of shape when balancing. To use the apparatus to help me perform. To be able to use ropes and bar with control.</p>	<p>Enjoy communicating, collaborating and competing with each other (NC2014)</p> <p>I can try my best in a determined and controlled way (S2A Navy 3)</p> <p>I always try my best and work in a determined and controlled way and to be able to judge what is good about performance and what could be improved.</p>	<p>Be able to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC2014)</p> <p>I can follow a plan and instructions to safely set up the apparatus and can check that it is safe and not going to interfere with other groups (S2A Navy 3)</p> <p>I can say or show (judge) what is good about my (or our) performance and decided what I (or we) need to do next to improve (S2A Navy 2)</p> <p>I can say and make judgements about what is good about mine or others sequence against the success criteria and decide what to do to improve it.</p> <p>I can safely follow instructions to set out the equipment</p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I can communicate why it is important for my health and well being to move regularly (S2A Navy 3)</p> <p>I can communicate why it is important for my health and well-being to be actively participating in gymnastics lessons</p>

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<p>Objectives ideas</p>	<p>Physical Me: To select and link at least 3 actions in a sequence demonstrating contrasting speed. To show tension and clarity of shape when balancing. To use the apparatus to help me perform. To be able to use ropes and bar with control.</p> <p>Social Me: To always try their best and work in a determined and controlled way and to be able to judge what is good about performance and what could be improved</p> <p>Thinking Me: To follow a plan and instructions to safely set up the apparatus and to be able to check that it is safe and not going to interfere with other groups. To be able to make judgements about own and others sequence against the success criteria and decide what to do to improve it.</p> <p>Healthy Me: To be able to communicate why it is important for health and well- being to be actively participating in gymnastics and what happens to their heart rate</p>
<p>Additional objectives (specific to class needs)</p>	
<p>Additional challenge ideas</p>	<p>Physical Me: To safely select and perform at least 5 actions in a sequence and improve precision of each action, control and fluency of performance both on the floor and the apparatus</p> <p>Social Me: To be able to lead others in a group and accept new roles and responsibilities within the group</p> <p>Thinking Me: To analyse whether changes after evaluation have improved performance and how to challenge further.</p> <p>Healthy Me: To understand how gymnastics activities is similar and also different to other activities in its contribution to health and well-being</p>
<p>Cross-curricular links</p>	<p>Health and safety Link to major gymnastics events – World Champs/ Olympics/ Commonwealth games – use of video clips to inspire?</p>
<p>Resources Inclusion</p>	<p>Camera / IPAD Top Gym cards Range of gymnastics equipment, movement dice with numbers 1-6 Use of TA – video analysis, safety support STTEPS model: How will you adapt the environment to stretch / meet needs of all pupils Space, Task, Time, Equipment, People</p>
<p>Floor work Warm up ideas</p>	<p>Warm up to cover the combination of the basic actions in gymnastics and to support the development of flexibility, strength, technique, control and balance. Use of gymnastics actions and equipment and shapes for fun dynamic stretch warm up of major muscles to improve flexibility – pike sit, straddle sit, japana, vault, beam, rings, pommel horse action</p>

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<p>Skill development ideas</p>	<p>Explore balancing ideas and remind from Y2 activities. Use movement dice to perform balances with different number of point of contact. Develop further by incorporating balancing into sequence Explore a variety of ways to perform</p> <ul style="list-style-type: none"> a) Jump, weight on hands, balance b) Roll, jump, balance c) Children’s choice of actions to extend and challenge <p>Focus on control, fluency and performance of sequence</p>
<p>Apparatus skill development (Object control)</p>	<p>Working on or around the apparatus, explore different ways of safely transferring sequences from floor to each piece of apparatus fluently.</p> <p>Explore safely putting each individual action onto the apparatus initially before linking to second action and then third and beyond.</p> <p>Rotate to all apparatus layouts.to experience different objects to control. Perform at different levels.</p>
<p>Floor work Assessment focus</p>	<p>Perform floor work sequence and question self against success criteria set and/or,</p> <ul style="list-style-type: none"> • Does my sequence contain a minimum of 3 well performed actions? (Against success criteria) • Is my sequence fluent? • Is my sequence controlled? • Does my sequence challenge me? • How can I improve my performance next week (personal target setting)
<p>Questioning Ideas</p>	<ul style="list-style-type: none"> • Which moves are you electing for your sequence and why? • How can you challenge yourself? • What makes your group work so well? Or not well enough?