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Games – Medium and Short Term Planning Sheet

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

Physical ME	Social ME	Thinking ME	Healthy ME
<p>Use running, jumping, throwing and catching in isolation and in combination through games activities (NC2014)</p> <p>I can make up and play a batting/bowling game in 3s to understand the bowler/batter/fielder roles. To be able to hit and direct a ball to outwit fielders. To be able to play a 2 v 2 fielding game.</p> <p>I know how to and can hit a moving ball in at least one way using a racket or bat (S2A Navy PM 13)</p> <p>I know how to and can combine moving with pace, direction and control to stop a ball or other object reaching its target (S2A Navy PM14)</p>	<p>Enjoy communicating, collaborating and competing with each other in competitive games (NC2014)</p> <p>I can communicate and collaborate with my group to share ideas to include in the game</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 begin to understand the different roles of batting, bowling and fielding and think of a tactic for each skill to improve my game.</p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I can communicate to others why it is important to have a healthy breakfast (S2A Navy HM10)</p>
Objectives ideas	<p>Physical Me: To perform a range of FMS for S & F: striking, fielding and bowling and use these skills in 3's to create a batting / bowling game</p> <p>Social Me To communicate and collaborate with my group to share ideas to include in the game.</p> <p>Thinking Me: To begin to understand the roles of batting, bowling and fielding and think of one tactic for each to improve the game.</p> <p>Healthy Me: To discuss the importance of eating a healthy breakfast alongside exercising.</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>		

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<p>Additional challenge ideas</p>	<p>Physical Me: To combine moving at pace, direction and control to stop a moving ball / object reaching its target. Social Me: To celebrate success and encourage your team mates at all times. Thinking Me: To clearly discuss WWW / EBI with the tactics chosen. Healthy ME: To discuss what part of the lesson you used more energy / where out of breath.</p>
<p>Cross-curricular links</p>	<p>Health and Safety Values IT use of video clips</p>
<p>Resources</p> <p>Inclusion</p>	<p>Camera / IPAD Top Games cards Range of games striking and fielding 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</p> <p>Warm up ideas</p> <p>Skill development ideas: Locomotion and Stability</p>	<p>Warm up to cover individual movement actions through to combinations of actions with control stopping, landing accuracy of sending and receiving both under arm and over arm, speed of running etc. on their own and then when ready with a partner</p>
<p>Part 2:</p> <p>Skill development</p> <p>(Skill development, Locomotion and object control)</p>	<p>To practise with a partner rolling the ball to each other</p> <ul style="list-style-type: none"> • Target bowling - Top games YST: individually or with a partner explore bowling either in preparation for rounder's, soft ball or cricket using targets / wickets to try and aim at with or without a bounce. • Batting explore with a range of size bats / balls • Sending and receiving both under arm and overarm practice for accuracy of throwing and catching increasing distance as they improve. <p>Discuss the importance of balance and stopping as you release the ball, how you can generate more force and speed when bowling and discuss the position of standing the importance of hand eye co-ordination and body positioning, angle of striking, and force and speed of strike.</p>
<p>Part 3:</p> <p>Competitive challenge</p> <p>(Skill development, Locomotion and object control)</p> <p>Social me, physical and thinking me</p>	<ul style="list-style-type: none"> • Children to create a game in 3's that includes bowling, running, batting and fielding. • To include how they will score points • Practise for a given time and then they can participate in a competitive challenge to see how many points they can save or score individually or when ready against another 3. Change roles <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?</p>

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Warm down Part 4	
Questioning Ideas Use of TA / ICT	How can many ways are they to bowl? Does your game have running, batting, fielding skills in it? How does your team score points? Can you think of at least one tactic to improve your score?

Gymnastics Activities/FMS – Medium and Short Term Planning Sheet

Class: Y3 **Half Term:** S2

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</p> <p>Develop their flexibility, strength, technique, control and balance through gymnastics. (NC2014)</p> <p>I know how to and can perform a movement sequence with control using a variety of equipment within both personal and general space (S2A Navy 15 - PM)</p> <p>I know how to and can perform a sequence with a minimum of 4 actions with a focus on contrasting body shapes and changes of direction and dynamics I can demonstrate control and fluency in performance</p>	<p>Enjoy communicating, collaborating and competing with each other (NC2014)</p> <p>I know why it is important for people to have their own space (S2A Navy 7 SM)</p> <p>I know why it is important for everyone to have their own personal space both on the floor and the apparatus</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 explain my choices and reflect whether it was correct or if something else may have worked better (S2A Navy 5 TM)</p> <p>I can explain choices for my sequence selection and reflect whether it worked well or if something else may have worked better</p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I am in Y3 and drink water everyday (S2A Navy 11 HM)</p> <p>I am in Y3 and I eat fruit and veg everyday (S2A Navy 13 HM)</p> <p>I drink water and eat fruit and veg everyday.</p>
Objectives ideas	<p>Physical Me: To perform a sequence with a minimum of 3 actions with a focus on contrasting body shapes and changes of direction and dynamics To demonstrate control and fluency in performance</p> <p>Social Me: To know why it is important for everyone to have their own personal space both on the floor and the apparatus</p> <p>Thinking Me: To explain choices for sequence selection and reflect whether it worked well or if something else may have worked better</p> <p>Healthy Me: To drink water and eat fruit and veg daily to support PE lessons</p>		
Additional objectives (specific to class needs)			
Additional challenge ideas	<p>Physical Me: To safely select and perform at least 5 actions in a sequence. To be able to show contrasting body shapes, direction of performance and dynamic qualities.</p>		

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	<p>Social Me: To be able to spot risk areas in terms of space and performance</p> <p>Thinking Me: To be able to support others with reflection and next steps</p> <p>Healthy Me: To be able to make the links between healthy food and exercise for a healthy body and mind</p>
Cross-curricular links	<p>Health and safety</p> <p>Link to major gymnastics events – World Champs/ Olympics/ Commonwealth games – use of video clips to inspire? Use of HQ DVD or internal clips</p>
Resources Inclusion	<p>Camera / IPAD</p> <p>Top Gym card – 8</p> <p>Range of gymnastics equipment Use of TA – video analysis, safety support</p> <p>STTEPS model: How will you adapt the environment to stretch / meet needs of all pupils</p> <p>Space, Task, Time, Equipment, People</p>
Floor work Warm up ideas	<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.</p> <p>Capital letters –Shape warm up from Top card 8. Focus on individually making the shape of the letter at different levels</p>
Skill development ideas	<p>Using shape ideas from warm up. Practise and perform a sequence of either</p> <ul style="list-style-type: none"> a) Jump, balance, roll, weight on hands b) Children’s choice of actions to extend and challenge <p>Perform and include</p> <ul style="list-style-type: none"> 1) demonstrating contrasting shape – wide/narrow or stretched/curled 2) changes of direction – turning jump/ forward and backward roll 3) changes in speed between actions in the sequence <p>Focus on control, fluency and performance of sequence</p>
Apparatus skill development (Object control)	<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>

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Floor work Assessment focus	Perform floor work sequence and question self against success criteria set and/or, <ul style="list-style-type: none">• Does my sequence contain a minimum of 4 well-performed actions with a minimum of 1 balance? (Against success criteria)• Is my sequence fluent showing change in direction/ speed/body shape?• Is my sequence controlled?• Does my sequence challenge me?• How can I improve my performance next week (personal target setting)
Questioning Ideas	<ul style="list-style-type: none">• How are you demonstrating a change of direction?• What contrasting body shapes are you demonstrating?• How can you challenge yourself?• How have you adapted your sequence to perform it safely on each piece of apparatus?• In what ways could you improve your performance?