

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year B Target Games

PoS aims from NC:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Prior Learning (what pupils already know and can do)

It is helpful if children have:

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

Y1 Related Skill	Y2 related skills	
*Manipulation skills and effort awareness – applying controlled force to send an object into targets at different distances	*Applying appropriate skills to be proficient when throwing an object toward a target (e.g., work on accuracy by following through in the direction of the target)	Core knowledge: Target Games
*Body awareness and location of self - choosing an appropriate distance away from the target, and understanding how the body moves when throwing an object toward a target	*Applying tactics that will increase the chances of hitting a target (e.g., keeping eyes on the target to improve aim and increase the accuracy of the throw)	<ul style="list-style-type: none"> Participants learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot. Examples of target games include golf, archery, bowling, curling and boccia.
		All games can be modified for differing abilities.
		Movement Skills and Concepts <ul style="list-style-type: none"> Manipulation skills and effort awareness – applying a controlled force to send an object toward a target (e.g., being able to control how forcefully the arm swings when sending an object to knock down a small target in order to increase accuracy of hitting targets at different distances) Body awareness – self-awareness of how parts of the body are moving and of body actions when throwing an object toward a target (e.g., arm following through and pointing where the participant wants the ball to go) Applying appropriate skills to send an object to improve control and accuracy (e.g., keeping the target in view, following through toward the target) Making decisions about which throwing implement to use to be successful at knocking down the target (e.g., choosing a big object to send when trying to knock down a small target) Understanding one’s own strengths in applying skills and concepts (e.g., choosing an object that one is familiar with to be successful at knocking down the target), and understanding areas that need improvement
		<ul style="list-style-type: none"> Applying problem solving skills to decide how to send the ball to hit the desired target (e.g., adjusting body positioning and movements to hit targets of different sizes)

Key Vocabulary

In this unit children will have an opportunity to use a range of words and phrases, such as:

Send, receive, strategy, skill, resilience, throw, roll, bounce, kick, target, equipment, furthest, nearest, catch, turn, accuracy and control.

Session 1

Skills: I can.....

Throw a ball underarm with some accuracy at a target

Knowledge: I know.....

It is important to stand with one leg forward, the opposite leg to the hand I am throwing from

Assessment: I can...

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Session 2

Skills: I can.....

Throw underarm accurately.

Work with others and take turns

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Knowledge: I know.....

Which is my dominant hand.

How to stand when throwing accurately

Assessment: I can...

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour

Session 3

Skills: I can.....

Strike a ball with my foot for power

Knowledge: I know.....

Which part of my foot to use when striking for power

How to lean back if I want my strike to go higher

Assessment: I can...

Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Session 4

Skills: I can.....

Kick a ball with some accuracy with both feet

Knowledge: I know.....

Why it is important to kick with both feet

Assessment: I can...

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Session 5

Skills: I can.....

Roll a ball with some accuracy

Knowledge: I know.....

That the ball travels all the way across the ground when I roll it

That I need to bend, with one leg forward when rolling

Assessment: I can...

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours

Session 6

Skills: I can.....

Roll with some accuracy with both hands

Knowledge: I know....

Why it is important to be able to roll well with both hands

Assessment: I can...

Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Future learning this content supports:

- Access to a variety of sporting experiences across KS2 will add depth to this. The use of transferable skills and vocabulary will consolidate the learning within this unit.