

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
PE	Striking and Fielding	2	Summer 1	6 hours
Key Vocabulary: Send, receive, striking				
Knowledge: Pupils will be taught to:				
<ul style="list-style-type: none"> - To use sending, striking and receiving skills in a variety of tasks. - 				

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	To be able to send an object accurately	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Getting used to a ball</u></p>	<p>Cones</p> <p>Different types of balls</p> <p>Benches</p> <p>Bean bags</p>

			<p>Children have a ball each, can they come up with different ways to keep control of the ball.</p> <p>Main Activity – Sending:</p> <p><u>Circle Pass</u></p> <p>In a circle in groups of 5, throw the ball around the circle. On a signal, change direction.</p> <p>Put another ball into the opposite side of the circle. Can one ball catch up with the other one?</p> <p>Throw around the circle missing out the child next to you.</p> <p>Put a child into the centre of the circle. Throw the ball into and out of the centre.</p> <p><u>Keep It Up</u></p> <p>Children given a ball in groups of 5. How long can you keep it up/how many passes can they make in 30 seconds, without hitting the ground?</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Personal Performance Review</u></p> <p>Red = Did not improve today</p>	
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			<p>Yellow = Made some progress but still work to be done</p> <p>Green = Successful at all aspects – Ready for next challenge</p>	
Lesson 2	1 hour	To be able to receive an object consistently	<p>Warm up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>High Five/Low Five</u></p> <p>The children travel around a marked area. When the coach calls out 'high five' or 'low five, all children carry out the appropriate action with the child nearest to them. Children can be allowed to make their own judgements and decisions.</p> <p>Main Activity – Receiving</p> <p><u>Team Catch</u></p> <p>In teams of three or four with one ball. The first child throws the ball against the wall and moves quickly to the end of the team, allowing the second child to move up and catch the ball – continue down the line.</p>	<p>Cones</p> <p>Beanbags</p> <p>Hoops</p> <p>Spots</p> <p>Target Mat</p> <p>Large/small balls</p>

			<p>Challenge: can you do this 5 times without the ball touching the floor? How many times can you throw and catch the ball in 30seconds? How far can you move away from the wall?</p> <p><u>Passing Pairs</u></p> <p>Set up pairs of cones around the area, different distances apart. Distribute a variety of throwing equipment throughout the area, one per pair of cones. Children with a partner throw and catch for 30 seconds. On a signal, the child without a ball moves to the next pair of cones and time starts again. The aim is to get through every set of cones.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Paired Reflection</u></p> <p>In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.</p>	
Lesson 3	1 hour	To be able to use your sending and receiving skills	<p>Warm Up:</p> <p><u>Patterns of Movement</u></p>	<p>Cones</p> <p>Beanbags</p> <p>Hoops</p>

		<p>learnt previously to complete core tasks</p>	<p>Move around the grid performing patterns of movement to raise the heart rate. E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Train Tag</u></p> <p>This game starts off with one child chasing everyone else. As children are caught, they join the train to then try to catch the others. As more and more children are caught, the train becomes bigger and more difficult to move.</p> <p>Main Activity:</p> <p><u>Core Tasks</u></p> <p><u>Games Activity 3</u></p> <p>Person A: Throw the bean bag. Person B: Return the bean bag to the hoop quickly. Person A: Jump in and out of the hoop before the bean bag is put in the hoop.</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead</p>	
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			<p>the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Paired Reflection</u></p> <p>In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.</p>	
Lesson 4	1 hour	To strike the ball with consistency	<p>Warm Up:</p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>North, South, East or West</u></p> <p>Children travel around a marked area with four compass sections marked in the appropriate direction of space. When the coach calls out one direction (e.g. north), all children head to the appropriate section as fast as they can.</p>	<p>Cones</p> <p>Beanbags</p> <p>Quoits</p> <p>Large/small balls</p>

		<p>Main Activity – Striking:</p> <p><u>Choose Your Colour</u></p> <p>In groups of four. A batter at the tee. The others (fielders) in three different coloured hoops spread in front of the tee. The batter names the colour they are hitting to. That fielder must keep one foot in the hoop and attempt to stop/catch the ball. Batters score a point if the correct fielder is successful. They have three turns then swap with a fielder.</p> <p><u>Back To Square One</u></p> <p>Square court divided into four quarters, identified as 1, 2, 3 & 4. One child stands in each square. Child 1 bounces the ball and then hits it into another square. The receiver allows the ball to bounce and catches/stops the ball. A point is scored every time the ball is passed to another square. If the ball leaves the square the group have to start from zero points again. How many points can they get in 1 minute?</p> <p>Cool Down:</p> <p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Paired Reflection</u></p>	
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			In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.	
Lesson 5	1 hour	To send a ball accurately towards a target	<p><u>Warm up:</u></p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Rats and Rabbits</u></p> <p>Two lines of children face each other. One side is named 'rats' and the other 'rabbits. The coach calls out 'rats' or 'rabbits. The appropriate side turn around and run to an end line and members of the other team try and tag them before they reach the end line.</p> <p><u>Main Activity – sending:</u></p> <p><u>Opposites Attract</u></p> <p>Children work in pairs standing in a corner diagonally opposite their partner. Children have 2 balls each the same colour as their partner. The big ball is placed in the centre of</p>	Cones Beanbags Hoops

the area as the target. Children take it in turns to bowl the ball towards the target ball. Pairs work collaboratively to try and knock the other team's balls out the way. Team nearest the target ball score the points. Play four times rotating who goes first each time.

Run The Catches

In small groups split the children into two teams: runners and catchers. Catchers make a circle. Place cones 10 meters apart for the running team. On the signal, the catching team starts to throw the ball around the circle scoring a point for every successful catch. The running team take it in turns to run to the other cone. Once they have all been they shout stop to the catching team. Write their score on a whiteboard then swap over to see if they can beat them.

Cool Down:

Static Stretching

Children take it in turns each week to lead the cool down.

Perform a range of static stretches.

Paired Reflection

In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.

Lesson 6	1 hour	To be able to use your striking, sending and receiving skills learnt previously to complete core tasks	<p><u>Warm up:</u></p> <p><u>Patterns of Movement</u></p> <p>Move around the grid performing patterns of movement to raise the heart rate.</p> <p>E.g. Jogging, side-stepping. jumping, skipping, hopping.</p> <p><u>Dynamic Stretches</u></p> <p>Move around the grid performing dynamic sports movements.</p> <p><u>Train Tag</u></p> <p>This game starts off with one child chasing everyone else. As children are caught, they join the train to then try to catch the others. As more and more children are caught, the train becomes bigger and more difficult to move.</p> <p>Main Activity – Core Tasks:</p> <p><u>Games Activity 3</u></p> <p>Person A: Throw the bean bag.</p> <p>Person B: Return the bean bag to the hoop quickly.</p> <p>Person A: Jump in and out of the hoop before the bean bag is put in the hoop.</p> <p>Cool down:</p>	<p>Cones</p> <p>Beanbags</p> <p>Hoops</p>
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			<p><u>Static Stretching</u></p> <p>Children take it in turns each week to lead the cool down.</p> <p>Perform a range of static stretches.</p> <p><u>Paired Reflection</u></p> <p>In pairs, children discuss their own performance and identify one strength to maintain and one weakness they could improve on.</p>	
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