



# PE Medium Term Planning Sheet 2020/2021

Year 2	Term 4	Unit title PE Team games(Football, Basketball)/ Dance	
<p><b>Brief description of main content of this unit: To develop team games.</b> To develop movement and choreographic skills in dance.</p>			
Lesson No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	<p><b>L.I.</b> To be able to pass the ball whilst moving and shoot (Football)</p> <p>All: Can pass with control whilst on the move</p> <p>Most: Should shoot with some success</p> <p>Some: Could pass and shoot in a game situation</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Footballs</li> <li>- Cones</li> <li>- Bibs</li> </ul>	<p><b>Warm Up-</b> Show competition videos</p> <p><u>Passing</u> <a href="https://www.youtube.com/watch?v=w7evTISUXIU&amp;feature=youtu.be">https://www.youtube.com/watch?v=w7evTISUXIU&amp;feature=youtu.be</a></p> <p>Shooting <a href="https://www.youtube.com/watch?v=kG9N5r0uiuk&amp;feature=youtu.be">https://www.youtube.com/watch?v=kG9N5r0uiuk&amp;feature=youtu.be</a></p> <p>Tag. When tagged do 5 star jumps to be released</p> <p><b>Main activity-</b> Recap passing technique</p> <p>Activity 1 – Passing on the move</p> <p>- Children in pairs to dribble around the space passing the ball between them</p>	<p>Child Initiated Health and Self Care Personal, Social and Emotional</p>




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## TSC Virtual Football Competition

### SET UP

Gate width = KS1 (10cm) KS2 (60cm) → ▲ ▲

2 metres from red gate = 1 point → ▲ 

4 metres from red gate = 2 points → ▲

6 metres from red gate = 3 points → ▲

8 metres from red gate = 4 points → ▲

10 metres from red gate = 5 points → ▲

The gate must be exactly 60cm wide for KS2 and exactly 1 metre wide for KS1. You can set up multiple lanes.

You then need to set up cones at exactly 2m, 4m, 6m, 8m and 10m from the gate

If you do not have a wall then you can have a partner who stands behind the gate and collects the ball for you after your shot. They must wait behind the gate for the ball to go past even if it is missing.

The points you receive for scoring in the gate from each cones that are shown in the diagram.

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by making passes through the gate.

You start at the 1st cone and try to pass through the gate. Once you pass through you go back to the next cone and try to pass from further away.

Every successful pass into a gate you make you get passing points, the further away the more points you get. (See set up for points value from each cone)

If you hit a successful pass from the furthest gate you start again and keep adding to your score.

A successful pass has to go straight in the gate, if it touches a cone it does not count.

Activity 2 – Shooting (Can use actual football goals and rotate groups using them)  
- Teacher to explain how to shoot – same as passing technique but more power behind – Q -  
[How do we get more power?](#) Children practice shooting into goals.

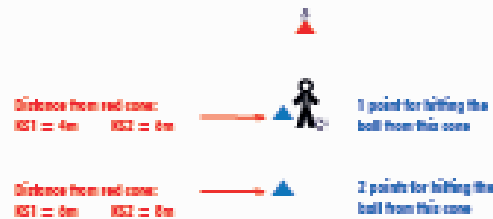
Competition 2



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### SET UP



You need to set up a cone and place a ball on top of that cone, this is the target that players will be shooting at.

It is recommended you set this up by a wall, if you don't have a wall you can have an extra player who stands behind the cone to collect the ball. They cannot come in front of the cone to collect the ball. Only 1 ball can be used not multiple.

You then set up the first cone 4m away (NS1) or 6m away (NS2).

You then set up a second cone 6m away (NS1) or 8m away (NS2).

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by shooting at a target.

Players can choose what cone they want to shoot from, they can change where they are shooting from as many times as they like during the 1 minute.

They must be level or behind the cone for the shot to count, if they are in front it does not count.

If they knock the ball off the cone they score either 1 or 2 points depending on what cone they are at. If they hit the ball but it doesn't fall off the cone it doesn't count.

Whilst waiting to do competition:

1. 5 equal groups of children – set up 5 goals around the space (using cones) – 1 group at each goal



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- Place a cone 2m out from goal – children to take it in turns to practice shooting from that cone

Progression for MA

- Place 5 cones in semicircle 3m out from goal – children to take it in turns to try shooting from different angles

How to set up  
Activity 2 -  
Progression

x  
0 x  
x  
0 x  
x

Set out as follows

Activity 3 – Passing and shooting

- Children in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up as below. x = cones o = goal

x        x     o  
      x        o

Game play – Through the gate (see diagram at bottom of page)

- 2 pitches set up with 4 goals on each pitch, the goals placed just inside each corner of the pitch

- In order to score the ball must be shot through a goal for LA; For MA children they must shoot ball through goal and must be stopped by player on other side

**Plenary:**

Q – Why do you think it's important that we can pass on the move?



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		<p>Q – What is the correct shooting technique?            Q – When is best to pass and when is best to dribble?            Q – What are the TP's for the pass?            Q – Why is important to be able to pass accurately? What helps this?</p> <p>Differentiation – MA children to move at a faster speed and use both feet</p>	
2	<p>L.I. To be able to dribble (football +bball)  <b>All:</b> Can control ball in a stationary position  <b>Most:</b> Should maintain control whilst moving with the ball  <b>Some:</b> Maintain control in a competitive environment.</p>	<p><b>Warm Up</b> –Show competition Videos            -Running with the ball  <a href="https://www.youtube.com/watch?v=V9rUGdvoERA&amp;feature=youtu.be">https://www.youtube.com/watch?v=V9rUGdvoERA&amp;feature=youtu.be</a>            Dribbling  <a href="https://www.youtube.com/watch?v=34NBkW5V_-Q&amp;feature=youtu.be">https://www.youtube.com/watch?v=34NBkW5V_-Q&amp;feature=youtu.be</a>            Run twice around the MUGA  <b>Main Activity-</b>  <b>TSC Virtual Football Competition</b></p>	<p>Child            Initiated            Health and            Self Care            Personal,            Social and            Emotional            Science</p>



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### SET UP



1 point for everytime you successfully get from one red cone to the other. So there and back equals 2 points

This is a simple set up. You just place down two cones.

For KS1 they should be 5 metres apart, for KS2 they should be 8 metres apart,

You cannot set the cones up near to a wall or where other players can stop the ball if it goes too far past the cone. This is to make sure players are attempting to slow down to turn around the cone.

### EVENT DESCRIPTION

Each player gets 1 minute to make as many runs as they can between cones..

The player starts at the cone with a ball.

The aim is to complete as many lengths as they can. They must dribble up and around the cone fully, going to the cone does not count. Every time you complete a length you receive 1 running with the ball point. So for example if you get there and back that is two points.

If when your time finishes you are halfway, there is no point awarded for the length you are running

Competition 2



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### SET UP



The distance between each cone must be exactly 2 metres, creating a square.

You can set up multiple squares so more than one person can go at a time.

The players starts with a ball at a starting gate - create a 1 metre wide gate at the first cone.

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by dribbling around a square.

The player starts at the starting gate, they must dribble around the OUTSIDE of the square. Every time that they complete one full circuit they will receive 1 dribbling point.

If at any point of the lap they go inside the square that lap will not count. You still need to complete the lap and get back round to the starting cone.

Activity 1 - Ball familiarization/static dribbling (basketball)

- Teacher to explain and demonstrate to children that dribbling the ball is about pushing the ball in to the ground using fingers
- Children in pairs with 1 ball between 2
- Children to take it in turns to practice bouncing the ball on the spot



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THEN - Guided discovery - ask children in their pairs to bounce the ball and try and work out the correct height we should bounce at - knees, waist or shoulders? Allow practice time and discussion time

- Then allow children to practice bouncing ball on spot at correct height

Activity 2 - Dribbling

- Teacher to demonstrate how to move whilst bouncing the ball (dribbling) - Bounce ball as above but when moving we bounce the ball out to our side and push slightly in front of us

- Allow children to take it in turns in their pairs dribbling whilst moving around the playground

Progression - Allow them to move at a faster speed

Activity 3 - Dribbling relays

- Group children in mixed ability groups of 5

- Children to take it in turns to dribble up and back to the cones, giving ball to next person in line - children to sit down when all have been

Relay 1 - Straight to a cone and back

Relay 2 - Straight dribble but further distance there and back

Relay 3 - In and out of cones and straight back

Game- sharks and minnows





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		<p>Select one or two players to be "sharks." The sharks will start at the half court line facing the baseline. The rest of the players will be the "minnows" and will line up along the baseline facing the sharks. The sharks will not have basketballs, and the minnows will each have one ball.</p> <p>For the minnows, the object of the game is to dribble from baseline to baseline without their ball being stolen or knocked out of bounds by a shark. For the sharks, the object of the game is to eliminate as many minnows as possible within each round by stealing or deflecting their ball out of bounds. If a minnow loses their ball, they will become a shark the next round. The round stops when each minnow has successfully made it across to the other baseline or has been turned into a shark. The last minnow remaining is deemed the winner, and the game stops when all minnows have been eliminated. The last one or two minnows remaining will serve as sharks for the beginning of the next game.</p> <p><b>Plenary</b>          Q - What is the correct dribbling technique?          Q - Why is it best to dribble at waist height?</p>	
3	<p>L.I. To develop dribbling and passing skills (bball)  <b>All: Can keep control of ball</b>  <b>Most: Should work well with others</b>  <b>Some: Could evaluate</b></p>	<p><b>Warm up</b> - Split class in half, half with a ball half without – children with ball find a space on playground and stay still – children without ball have to run around playground calling a child's name receiving a pass from them passing it back and running to find another child with a ball – then swap</p> <p><b>Main-</b> Children in 4 groups – 2 lines opposite each other – person at the front of 1 of the lines who are opposite each other with a ball they dribble the ball and then pass to next person just before they get to them run to the back of the opposite line – continue for a few times round.</p> <p><u>Progression</u>          - As above but instead get it so the lines are crossing paths going in an X shape</p> <p><b>Activity 2/Game play</b> – Dribbling under pressure          - Give all basketballs out (not all children will get a ball). Children to dribble around in netball court. The aim is for the children to keep their ball from being taken from them by children</p>	<p>Child          Initiated          Health and          Self Care          Personal,          Social and          Emotional          Expressive          Arts</p>



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		<p>without a ball. Children can only take ball if other children don't have their ball under control, when children have lost their ball they try to get another from another child.</p> <p><b>Activity 3/Game play</b></p> <p>5vs 5 in third of netball court. Children can dribble and pass the ball, trying to work the ball so they can stand on goal line with the ball. MUST make 3 passes before allowed to attempt the goal.</p> <p><b>Plenary- Q – Why do we need to be able to pass whilst on the move?</b></p>	
4	<p>L.I. To create movement to verbs</p> <p>All: Can identify verbs and compose movement for them</p> <p>Most: Should be able to compose motif showing different levels and pathways</p> <p>Some: Could explain how to improve their partner's dance</p> <p><a href="https://www.youtube.com/watch?v=Z0_EyGLT628">https://www.youtube.com/watch?v=Z0_EyGLT628</a></p>	<p><b>Warm up</b> –Teacher led to the beat of the music: - A variety of travelling movements keeping to the beat of the music. For example, skipping, walking, jogging, bouncing and turning. <a href="https://www.youtube.com/watch?v=8RvAKRoIDqU">https://www.youtube.com/watch?v=8RvAKRoIDqU</a> (Sam Smith –Diamonds)</p> <p><b>Main</b> – Play music through-<a href="https://www.youtube.com/watch?v=Z0_EyGLT628">https://www.youtube.com/watch?v=Z0_EyGLT628</a> Read 'The Shadow' to the class. <a href="https://www.youtube.com/watch?v=Z0_EyGLT628">Year 2 Dance T4. My Shadow poem.pdf</a></p> <p><b>What verbs are mentioned in the poem?</b> Using the verbs identified in the poem, ask children to explore ways to make each of them in turn: curled, stretched, long and thin, twisted, wide, turning. Articulate the children's responses.</p> <p>Individually, children are to compose a dance sequence using 2 verbs from the poem and varying the level (high, low) and pathway (straight, curved, zigzag, circular) at least once.</p> <p>Divide children into pairs. 'A' shows 'B' their dance sequence to the music. Upon completion, 'B' describes to 'A' what s/he did.</p> <p><b>Plenary– What did you like about your partner's dance? What could they do better?</b></p>	Child Initiated Health and Self Care Personal, Social and Emotional
5	<p>L.I. To develop motifs</p> <p>All: Can compose movement at different levels</p> <p>Most: Should be able to describe how their motif uses different planes/ levels</p> <p>Some: Could explain how to improve their dance</p>	<p><b>Warm up</b> –Why do shadows mirror our movements?</p> <p><b>Main</b> – Divide the children into pairs. 'A' makes body shapes and linking movements, wide, thin, flat, curved and twisted shapes at a variety of levels using different body parts and 'B' shadows their partner's actions. Reverse roles.</p> <p>As above, but try movement in different planes— both upright, one upright and one lying flat.</p>	



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	<p><a href="https://www.youtube.com/watch?v=Z0_EyGLT628">https://www.youtube.com/watch?v=Z0_EyGLT628</a></p>	<p>With their partner, children are to compose a shadow shape sequence performed as a duet, in unison. Their sequence must incorporate 2 different pathways, 3 actions and use 1 plane.</p> <p>Half the class presents their work to their peers. Upon completion, reverse roles. You may like to allocate groups for the spectators to watch and to later evaluate.</p> <p><b>Plenary</b>– <i>Is the shadow work in unison. Can you describe the actions that were used? What pathways were used? How could their dance phrase be improved?</i></p>	
6	<p>L.I. To develop a playtime motif</p> <p><i>All: Can compose a motif to show the child playing with the shadow</i></p> <p><i>Most: Should be able to perform successfully in unison</i></p> <p><i>Some: Could evaluate their own and others' dances</i></p> <p><a href="https://www.youtube.com/watch?v=Z0_EyGLT628">https://www.youtube.com/watch?v=Z0_EyGLT628</a></p>	<p><b>Playtime</b></p> <p><b>Warm up</b> –Why do we need to warm up before dance activities? Teacher led to the beat of the music. – (Aerobic style movements to the beat of the music)</p> <p><a href="https://www.youtube.com/watch?v=8RvAKRoIDqU">https://www.youtube.com/watch?v=8RvAKRoIDqU</a></p> <p><b>Main</b> – With the same partner as last week, practice and refine section 1 of the shadow dance. <i>What is the girl in the poem doing?</i> What do you like to do at playtime? Choose 3 ideas that were brainstormed for the children to explore shadow movements for.</p> <p>With their partner, children are to compose a dance sequence that represents the child in the poem playing with her shadow. Their dance sequence must be performed in unison and use 3 playtime actions.</p> <p>Why is it important to cool down after dance activities?</p> <p><b>Plenary</b>– Cool Down: Lie down, relax and imagine that you are in the playground playing with your shadow. Whatever movement your shadow makes, you copy. Reverse roles.</p>	