



Churchill Park School
Mid Term Plan – Key Stage - Food & Festivals

Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5
Physical Education	<p>Objective: Athletics –To explore throwing & Catching techniques.</p> <p>Success Criteria: Support: I can roll a ball to a targeted destination</p> <p>Core: I can throw a ball underarm to a targeted destination.</p> <p>Extension: I can throw a ball overarm to a targeted destination.</p> <p>LOtC: Use playground apparatus Use playground markings as targets or measures of distance for bean bags</p> <p>SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up ‘traffic lights’ Beanbag activities Learning about moving in your own space in a variety of ways safely using your equipment.</p> <p>Learning how to throw or roll (slide) a ball/beanbag for accuracy and distance using an underarm or over arm throw with increased accuracy.</p>	<p>Objective: Athletics –To develop awareness of throwing for distance and height - Javelin</p> <p>Success Criteria: Support: I can throw a soft javelin through a hoop held near me. Core: I can throw a soft javelin at a target hoop over three metres. Extension: I can throw a soft javelin at a target hoop over three metres using the correct technique.</p> <p>LOtC: Use playground apparatus Use playground markings as targets or measures of distance for Javelins, use school field.</p> <p>SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up ‘video game’(Stop, pause, left, right, up, down) Practice correct grip of soft Javelin. Practice correct throwing technique of soft javelin from a stationary position Practice correct throwing technique of soft javelin using a run up. Use hoops as targets for soft javelins Throw soft javelins for distance and measure distance and record.</p>	<p>Objective: Athletics - To develop awareness of throwing for distance and height - Discus</p> <p>Success Criteria: Support: I can throw a discus Core: I can throw a discus 4 metres Extension: I can throw a discus 4 metres whilst turning on the same spot</p> <p>LOtC: Use playground apparatus Use playground markings as targets or measures of distance for bean bags/discus</p> <p>SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up Beans game Holding the discus Place discus in your throwing hand Spread fingers out with index finger in line with wrist Place fingers first knuckles over the disc</p> <p>2. Release the discus When releasing the discus have your palm down Squeeze the discus out (bar of soap) The disc will come off the index finger</p>	<p>Objective: Athletics- To develop throwing technique - Shot Put</p> <p>Success Criteria: Support: I can throw a soft shot put. Core: I can throw a soft shot put three metres or more Extension: I can throw a soft shot put three metres or more using the correct technique.</p> <p>LOtC: Use playground apparatus Use playground markings as targets or measures of distance for shot put, use school field.</p> <p>SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up ‘traffic lights’ Shot Put into Hoops Start introducing the shot put by encouraging the children to throw for accuracy not distance. You can do this by placing different sized hoops in an area that the children can throw a bean bag /ball/shot put inside (depending on the surface).</p> <p>Don't place the hoops too far away as</p>	<p>Objective: Athletics - To jump for height and distance - Long jump</p> <p>Success Criteria: Support: I can jump to a marked destination. Core: I can run and jump to a marked destination Extension: I can run and jump to a marked destination and land correctly.</p> <p>LOtC: Use school field or local park use hoops as targets to jump to. Use ribbons to mark out distance for long jump.</p> <p>SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up ‘video game’(Stop, pause, left, right, up, down) 1. Practice long jump take-off mechanics: Have students line up on the grass infield facing the instructor or demonstrator. Demonstrate the free leg drive at take-off by jogging 5-yards towards the class, driving the knee up and locking (stopping it) hip-high in the same action as taking-off under the basket for a lay up. Hold this position to a landing. Have the class practice these</p>



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<p>Develop co-operation and competition.</p> <p>Learning and reproducing the appropriate names for certain throws <u>Balls & Beanbags</u> Pass a football around the circle Encourage use of 2 hands, reaching towards the ball and control Get 2 balls going at once Encourage looking towards the ball Send the balls in the opposite direction. Use big balls and sit children in pairs opposite each other and encourage passing. Use the lycra band and do pulling Put it round the back of a seated adult How far can they pull back? Help children to feel the resistance but keep hold. Back in a circle again, can everyone hold on at the same time? Try up and down and side to side movements all together. Pushing or rolling ball across a table Use table top cricket sides to make a channel Work in pairs Carrying beanbags across the room to put in large metal bin. Try threading a quoit on a piece of rope, attaching each end across the room and children “take” it from one side to the other. Airflow balls on string</p> <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as “ngolo” or “engolo.”</p> <p>Ta kurt om el mahag: Before there was baseball, which was dropped from the Olympics ahead of the 2012 games in London, there was this sport that bears a striking resemblance to its European counterpart played among Berber tribesmen in the Libyan desert. It’s believed the Berbers brought the game to Europe during the Stone Age.</p>	<p>Side Stance</p> <ol style="list-style-type: none"> 1. Grip the javelin by resting the javelin on the palm of your hand with the point aiming away from your body. If you straighten your arm the javelin should point towards you. 2. Hold the javelin in the middle. (You could let the children explore where to hold it) 3. Stand side on and aim with your free arm into the direction you want the javelin to go. 4. Extend your arm and put your weight on your back foot. 5. Transfer the weight to your front foot and release always keeping the javelin aimed forwards. <p>Angry Birds</p> <p>For this you will need benches and chairs. Place the benches and chairs a distance away from the children. Spread cones out on the benches, chairs and floor. Put a ball on each cones (assorted colours for scoring). The children must try to hit the ball off the cones with the javelin. You can adjust the scoring to suit what your children are learning in numeracy.</p> <p>Runway</p> <p>Allow the children to play a game called runway. All you need is a tall hurdle, a mat and a javelin. Tell the children they are pilots and must try to land their plane on the runway to score a point. You use the javelin for this activity.</p> <p>Target Practice</p> <p>In this game, the children will put their technique into practice and try to control the power of their javelin throw and aim to land inside a target area.</p>	<p>The disc will spin in a clockwise direction</p> <ol style="list-style-type: none"> 3. Drills used to teach the grip and release – excellent time for a competition <p>Arm swings – Use this drill to teach about centrifugal force</p> <ol style="list-style-type: none"> a) The thrower stands with feet shoulder width apart b) Place the disc into throwing hand c) Swing the disc level with the shoulders back and forth catching it in your left hand d) The athlete should feel the discus pushing out on the hand <p>Discus bowling – Use this drill for proper discus release.</p> <ol style="list-style-type: none"> a) The thrower will place the discus in his hand with proper placement b) The thrower will bowl the discus to his partner that is standing several feet away c) Remember to squeeze the discus out making sure the discus rolls off the index finger and does not wobble d) Once the thrower becomes proficient at move the partners farther away from each other or have the thrower bowl at a target <p>Throws for height – Use this drill for proper release of the discus</p> <ol style="list-style-type: none"> a) The thrower stands with feet shoulder width apart b) Place the disc into throwing hand c) Swing the discus forward and back next to your body two times d) After two swings throw the discus straight up with a proper release remembering to squeeze the discus out. Make sure the throwing arm is straight <p>Skip throws – Use this drill for proper discus release.</p> <ol style="list-style-type: none"> a) the thrower stands with feet shoulder width apart and facing perpendicular to the throwing direction b) place the disc into throwing hand 	<p>developing the technique is important. The children will quickly realise that if they push the bean bag towards the ground the bean bag will skim out of the hoops. You are looking for a high throw that will not skim along the ground.</p> <p>Shot Put - The Technique</p> <p>Acquiring a variety of techniques of throwing is important. One technique is the shot put throw. Here are a few teaching points:</p> <ol style="list-style-type: none"> 1. Rest bean bag/shot put on palm of hand (without gripping) 2. Tuck bean bag/shot put into neck area. 3. Stand side on, crouch down placing all the weight on one leg and aim with the free arm towards the sky. 4. Transfer the weight to the other leg and push the beanbag/shot put in the air. <p>You can build it up and add a side step into the sequence.</p> <p>High Hoops</p> <p>Encouraging the understanding of angle in their throw the children can try to throw their soft ball or bean bag/shot put through hoops. Instead of the hoops being held up by posts, you can get the children to hold them above their heads. Get the children into groups of three with one in the middle holding the hoop. Using the correct technique, the children will try to throw the soft ball or bean bag/shot put throw the hoops for their partner to catch.</p> <p>Shot Put</p> <p>You don’t need a shot put area to complete this activity. Using cones you can mark out an area using the picture as guidance. The children could use a beanbag or shot put and try to throw it</p>	<p>take-off mechanics several times with a 5-yard run-up.</p> <ol style="list-style-type: none"> 2. Practice the running approach and landing mechanics: Move to the long jump pit and have students practice several short, 15-yard approach runs down the runway emphasizing, 1) accelerating into the take-off, 2) driving the free leg up, and 3) landing with both feet together in the pit. Jumpers should not be concerned with the take-off board. Instruct students to take-off anywhere near the end of the runway next to the pit and do not call any foul jumps. 3. Practice proper arm-action: For the next attempts, instruct students to try to hold the arms up over the head in flight, and then bring them forward towards the feet at landing. 4. Practice complete long jumps: Stretch a tape measure along the side of the runway down the length of the pit. Increase the approach run to 25-yards. Instruct students to concentrate on, 1) running fast into the take-off, 2) driving the knee of the free leg UP, and 3) holding the arms up over their heads in-flight as long as possible. (Quickly measure jumps from the point of take-off while the pit is being raked level) <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as “ngolo” or “engolo.”</p> <p>Ta kurt om el mahag: Before there was baseball, which was dropped from the Olympics ahead of the 2012 games in London, there was this sport that bears a striking resemblance to its European counterpart played among Berber tribesmen in the Libyan desert. It’s believed the Berbers brought the game to Europe during the Stone Age.</p>
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<p>Kho-kho - is an Indian sport played by teams of nine players, who try to avoid being touched by members of the opposing team. It consists of two teams. 1 team sits/kneels in the middle of the court, in a row, with adjacent members facing opposite directions. The team that takes the shortest time to tag/tap all the opponents in the field, wins.</p> <p>Satoliya The game is also called Pithoo or Lagori in some parts of India. Any number of people can play it. It needs seven small flat stones; every stone size should be less than the other stone. Keep the stones on each other in decreasing size order. Hit the pile with a cloth ball from a fixed difference https://indiantraditionalgames.wordpress.com/category/project-phase-1/satoliya/</p> <p>Kancha - one of the most popular games among children in the neighbourhood. It is played using marbles called 'Kancha'. The players are to hit the selected target 'kancha' using their own marble ball. The winner takes all Kanchas of rest of the players.</p> <p>Kith Kith - See an open surface and a chalk to draw? Lets play Kith Kith! A popular playground game in which players toss a small object into numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object. This popular game is also played in other countries and is loved by all.</p>	<p>The target area can be made using four cones. You can split the class into groups to ensure they get good practice time. You can link this to numeracy and each time they land inside the area they get points. If you are working on certain times tables this could reinforce the learning in a fun way.</p> <p>Throwing for Distance</p> <p>Using cones you can create a javelin runway. Inform the children that they must not go over the final line or their throw doesn't count. The children will put all the discrete skills of the javelin and try to throw as far as they can. You can get a tape measure out to record their times. This links with the data collection and handling area of numeracy.</p> <p>Cone Ball</p> <p>Building on the previous game, the children will be forced to work on their aim. They will try to throw the javelin to hit the ball off the cones. Once they hit the ball off the cones they receive a point.</p> <p>African and Indian themes Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as "ngolo" or "engolo."</p> <p>Ta kurt om el mahag: Before there was baseball, which was dropped from the Olympics ahead of the 2012 games in London, there was this sport that bears a striking resemblance to its European counterpart played among Berber tribesmen in the Libyan desert. 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The players are to hit the selected target 'kancha' using their own marble ball. The winner takes all Kanchas of rest of the players.</p>	<p>c) swing the disc level with the shoulders back and forth catching it in your left hand d) After two swings throw the disc close to the ground with proper release remembering to squeeze the disc out and keep the palm flat</p> <p>Throw discus competition - Measure and record.</p> <p>African and Indian themes Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. 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It needs seven small flat stones; every stone size should be less than the other stone. Keep the stones on each other in decreasing size order. Hit the pile with a cloth ball from a fixed difference https://indiantraditionalgames.wordpress.com/category/project-phase-1/satoliya/</p> <p>Kancha - one of the most popular games among children in the</p>	<p>as far as they can. Ensure the correct technique has been taught first (see above) before completing this activity as the children tend to forget the technique and throw it as far as they can.</p> <p>African and Indian themes Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. 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Week 6	Week 7	Week 8	Week 9	Week 10	
<p>Objective: Athletics - To develop combination jumping – Triple jump Success Criteria: Support: I can move to a chosen destination and jump. Core: I can run to a chosen destination, hop skip and jump. Extension: I can run to a chosen destination, hop skip , jump and land correctly. LOtC: Use school field or local park use hoops as targets to jump to. Use ribbons to mark out distance for long jump.</p>	<p>Objective: Athletics To develop awareness of speed & distance – Running & walking. Success Criteria: Support: I can run/walk between 50m and 100m Core: I can run/walk over 50m Extension: I can run/walk over 50m using correct start technique. LOtC: Use the school field , mark out the distances with cones . SMSC Reflection, team & group work, Independent working on their own,</p>	<p>Objective: Athletics – To combine running and jumping - Hurdles Success Criteria: Support: I can run/walk and jump an obstacle. Core: I can run and jump one or more hurdles Extension: I can run and jump one or more hurdles using correct start technique. LOtC: Use the school field mark out with cones and use hurdles. SMSC</p>	<p>Objective: Games – To develop throwing & catching techniques within a game - Cricket Success Criteria: Support: I can throw a ball to partner Core: I can bowl underarm to a partner Extension: I can bowl underarm to a target (stumps) LOtC: Use playground, field or mugga to practice throwing and catching techniques and set up game on field or mugga. SMSC</p>	<p>Objective: Games – To use balls and bats - cricket Success Criteria: Support: I can connect a ball with a bat from an underarm throw with support Core: I can begin to connect a ball with a bat from an underarm throw Extension: I can independently connect a ball with a bat from an underarm throw LOtC: Use playground, field or mugga to practice bowling and batting techniques and set up game on field or mugga. SMSC Reflection, team & group work,</p>	



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However, many sports people use combination jumps without evening thinking about it, when they jump or hop to gain balance or positioning.</p> <p>Encourage children to: Make their movements fluent and coordinated Keep their heads up and eyes ahead Explore different body shapes in flight Land softly with bent knees 5 Basic Jumps Two feet to two feet Two feet to one foot One foot to two feet One foot to the same foot (hop) One foot to the other foot (bound)</p> <p>1. Mirror Me Reinforce the five different standing jumps.</p>	<p>Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up 'traffic lights'</p> <p>Sprint Technique</p> <ul style="list-style-type: none"> – Eyes focused on one spot straight ahead – tunnel vision – Head in line with the spine and held back and still – Back straight leaning slightly forward not upright – Elbows at right angles – Smooth forward-backward action of the arms – not across the body – Hands and shoulders relaxed – fingers loosely curled letting the air pass through – High knee lift – Quiet landing on balls of feet each stride – Long strides rather than short steps <p>2. Mobility Exercises Discuss the importance of a good arm action and fast arms when running for speed. Take children through simple mobility exercises for the shoulders and arms. Illustrate how arms lead legs by demonstrating fast arms from a standing position. Ask children to stand in a space on their own with their feet slightly apart and their knees slightly bent. Keeping their feet</p>	<p>Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. Learning about different ways to carry and throw a beanbag safely.</p> <p>Suggested Activities: Warm up 'video game'(Stop, pause, left, right, up, down)</p> <p>Hurdles Grid/How many Strides? Set up four to six rows of hurdles or assorted obstacles in a grid (see diagram). Allow space between the rows for the children to run back to the start. Each row should vary in terms of the distance between the obstacles. An approximate distance between obstacles would be between 3 - 6 adult strides. Children take turns in their group to walk and then run over the obstacles thinking about which leg they lead with. Children move up the hurdle grid when they can comfortably manage a three stride pattern between the obstacles? A stride pattern is counted from the moment the lead leg touches the ground after clearing the hurdle until the same lead leg prepares for take off at the next obstacle. Odd number stride patterns are encouraged for sprint hurdles where the runner leads with the same lead leg throughout the race. Children sometimes find counting 3 strides difficult, because they tend to</p>	<p>Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. 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<p>Organise the class into pairs. Children stand face to face about two metres apart. One child is the leader and jumps forwards, backwards, sideways, upwards, whilst the other child must try to mirror their actions. Children swap roles.</p> <p>2. Shadow Me This time the children move around the room with one child leading and putting together a sequence of jumps whilst the other child follows behind, trying to keep up with their partner as if they are their partner's shadow. Children swap roles.</p> <p>3. Copy Me This time the leader puts together a sequence of three or four jumps and the other child watches and then copies the sequence. The sequences could get longer and more difficult to remember. Children swap roles.</p> <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. 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Emphasise how the legs want to move with the arms.</p> <p>Beanbag Shuttle: children take turns to run from a cone to a hoop and back (about 5 metres apart), as quickly as possible collecting as many beanbags as they can from the hoop in 20 seconds and returning them to a box or hoop at the start. They may only move one beanbag at a time. One child times or counts 20 seconds.</p> <p>Criss-Cross: using cones/markers set up a diamond shape (with a diameter of approx. 10 metres). A cone is placed in the centre. The runner starts at the centre cone and runs to one of the points of the diamond, touches the cone and returns to the centre. They then run to the next point on the diamond returning to the centre cone each time until all four points have been touched. One child times the duration.</p> <p>How Far?: Mark a starting line and from that line place cones every 5 metres from the start line in the direction of the run for a distance of about 30 -100 metres. One child is the starter and calls "On your marks", and then calls "Go". Another child times five seconds. The runner runs along the line of cones as far as they can in 5 seconds. The third child marks the spot with a cone. The children then aim to beat their target.</p> <p>Organise a race with the children using the correct starting technique.</p> <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as "ngolo" or</p>	<p>count the flight phase as an extra stride. Encourage them to count 1, 2, 3, Over, 1, 2, 3, Over. Spot markers or cones can be used to highlight the stride pattern for children having difficulties in finding rhythm. In setting up rows of hurdles the children who are able to make long stride patterns will generally be the same children who are able to clear the taller obstacles.</p> <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as "ngolo" or "engolo."</p> <p>Ta kurt om el mahag: Before there was baseball, which was dropped from the Olympics ahead of the 2012 games in London, there was this sport that bears a striking resemblance to its European counterpart played among Berber tribesmen in the Libyan desert. It's believed the Berbers brought the game to Europe during the Stone Age. Kho-kho - is an Indian sport played by teams of nine players, who try to avoid being touched by members of the opposing team. 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Week 11	Week 12	Week 13	Week 14	Notes...
<p>Objective: Games – To further develop throwing & catching techniques within a game - Rounder's</p> <p>Success Criteria: Support: I can throw a ball to partner Core: I can throw underarm to a partner Extension: I can throw underarm to a target (fielder)</p> <p>LOtC: Use playground, field or mugga to practice throwing and catching techniques and set up game on field or mugga. SMSC Reflection, team & group work, Independent working on their own, Sense of enjoyment & fascination in learning about themselves, others & the world around them.</p> <p>Cooperating well with others and being able to resolve conflicts effectively.</p> <p>Willingness to participate in & respond to artistic, musical, sporting & cultural opportunities.</p> <p>Respect for the environment, respect for each other.</p> <p>Using IT: Use of iPad Mini to record assessment via classroom monitor/ still photo & video. Stop watches. 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<p>are two balls in the middle of the pairs. Pupils are numbered down the line, 1-13 (or however many pupils- partners have the same numbers). The teacher will shout out a number, and those two numbers will sprint to the middle and pick up the ball, and sprint to the start of the line, passing the ball underarm to and fro each player. They will finish in the bowlers square, and the person who bowls the ball into the batting square first, wins.</p> <p>Flatbat Rounders (adds further excitement to the game – reinforces accurate passing) Exactly the same setup as traditional rounders – 2 teams, 4 bases, 1 tennis ball, 1 flatbat/paddle if possible (rounders bat works ok). Fielding teams are encouraged to have 1 bowler, 1 backstop, 1 person at first base and the rest of the fielders decide where they go. Pupils drop the bat after they've hit the ball. The difference is that pupils can throw the ball (hence why we use a tennis ball) at the batter to get them out. 1 point is scored for each base the batter reaches without being hit by the ball – eg 1st base = 1 point, 2nd base = 2 points and so on. How to score... - Running to bases - Two no balls = 1 point - Obstruction = 1 point (lenient)</p> <p>How to get batters out... - The batter is hit with the ball (underarm throw, between the shoulder and feet) - The batter is caught out - The batter is stumped out on first base</p> <p>To start off with, we start with these simple rules to get the pupils used to throwing the ball at the batter. Once the pupils are familiar with the game, we introduce hesitation rules. For example, if the batter runs confidently to first base but hesitates before they get to second</p>	<p>combines elements of dance, martial arts and music. 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	<p>base (runs backwards then forwards for example), they will only get 1 point regardless as to what base they reach. One bat each then teams change over, or 3 people out and teams change over depending on ability.</p> <p>To reinforce skills of the game – pupils get into fours, 1 batter, 3 fielders (bowler, backstop, fielder). Bowler bowls the tennis ball to the batter who hits the ball. They run to and from the bases (set out cricket style) and keep going until the fielders hit them with the ball. Rotate positions so every person gets a chance at each position, and compare runs at the end.</p> <p>Danish/Continuous Rounders</p> <p>Same set up as traditional rounders. 2 teams, 4 bases, 1 bat (or more), 1 ball! Fielding team sets up into positions of backstop, bowler, 1st base, 2nd base, 3rd base, 4th base and other fielders. Bowler bowls to batter who hits the ball and runs. The batter has to get all the way round before the rounders ball is passed from first base, to second base, to third base, to fourth base. The ball cannot be dropped.</p> <p>To make more difficult – pass to bowler/backstop.</p> <p>Archball Rounders</p> <p>One team of fielders, one of batters. The batters line up behind one another. It is encouraged that the fielders also line up one behind another. On command, the person at the front of the batting queue throws the ball (underarm), and the whole team starts running around all the bases. The fielding team has to collect the ball and pass the ball overhead (front to back – so overhead backwards) to every player on their team, aiming to get the ball to the last player in the queue before all of the batting team reach last base.</p>	loved by all.	loved by all.	loved by all.	
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	<p>This works well when the fielding team are told the rules, and have to work out the best way to field for themselves, usually through trial and error.</p> <p>Retrieve Rounders Same set up as traditional rounders. Split pupils into teams of 6. 1 team of 6 'batting', the others will all field. Each person in the team of 6 is given a tennis ball. On command, they will all throw their tennis balls and run round the bases all together. The fielding team has to retrieve all the balls, and ensure that there is a person with a tennis ball stood on first base, second base, third base, fourth base, backstop and bowlers positions. Their aim is to get all the balls in these positions before the 'batting' team get all the way round the rounders posts.</p> <p>Bucket Ball – Set up a marked out running route for the 'batting team'. You don't have a bowler, instead a bucket where the bowler should be, and a fielder there too. The batting team takes it in turn to throw three balls each. Once these three balls have been thrown, the teacher blows their whistle and the fielding team can collect the balls. They have to throw all the balls into the bucket to stop the batter scoring more rounders. The batter keeps running around the course and scoring as many 'rounders' as possible! Can vary – running course distance / whether fielders can run with the ball / type of throw eg underarm or overarm / how close the pupils can be to throw the balls into the bucket</p> <p><u>African and Indian themes</u> Importance of healthy eating Ngolo and Capoeira: Capoeira is a popular Afro-Brazilian sport that combines elements of dance, martial arts and music. Its origins in 16th century Brazil come from slave adaptations of traditional West African martial arts, thought to be from Angola, sometimes referred to as "ngolo" or "engolo."</p> <p>Ta kurt om el mahag: Before there was baseball, which was dropped from the Olympics ahead of the 2012 games in</p>				
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