



Churchill Park School

Mid Term Plan – Key Stage 4 - Food and Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5
PE	<p>Objective: (Gymnastics) To explore different body shapes and ways to travel.</p> <p>Success Criteria:</p> <p>Support: I can copy and perform basic body shapes. (S4)</p> <p>Core: I can express myself through repetitive and simple sequences and movement patterns. (S7)</p> <p>Extension: I can explore different ways to travel and perform body shapes shown and make up my own and describe them. (S10)</p> <p>SMSC</p> <p>Using IT: Watch a clip of floor gymnastics.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To explore different ways to travel (to music) walking, jogging, skipping, hopping, jumping, fast, slow. To practice copying different body shapes modelled. Can you make yourself as tall/small/wide/flat/big as you can? Pick letters of the alphabet can pupils to create this letter with their bodies. Play simon says with travel and body shapes. 	<p>Objective: (Gymnastics) To balance on a variety of gymnastic apparatus.</p> <p>Success Criteria:</p> <p>Support: I can balance on a bench. (S4)</p> <p>Core: I can move with control and co-ordination, I can travel over and under apparatus. (S7)</p> <p>Extension: I can balance on a variety of gym equipment. (S10)</p> <p>LOtC: To go outside and balance on the playground apparatus.</p> <p>SMSC</p> <p>Using IT: To watch a clip of gymnasts using the equipment to balance.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To complete an obstacle course traveling over and under equipment. Travel along a bench, practicing freeze frames of the body shapes. Explore traveling on apparatus using a variety of ways to travel. 	<p>Objective: (Gymnastics) To explore transferring weight using a variety of rolling techniques.</p> <p>Success Criteria:</p> <p>Support: I can perform a log roll (S4)</p> <p>Core: I can move with some control to perform a roll. (S7)</p> <p>Extension: I can demonstrate and describe how to complete a selection of different rolls.(S10)</p> <p>LOtC: Warm up on the outdoor equipment.</p> <p>SMSC</p> <p>Using IT: Research gymnastic rolls.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To have support cards showing a variety of rolls to practice, log roll, teddy bear roll, egg roll, dish roll, pupils to make up their own. Set up carousel of activities practicing body shapes, balancing, and rolling. 	<p>Objective: (Gymnastics) To explore jumping on gymnastic equipment.</p> <p>Success Criteria:</p> <p>Support: I can bounce on a trampette. (S4)</p> <p>Core: I can move with some control to perform a jump in a sequence. (S7)</p> <p>Extension: I can perform a jump using the trampette and describe how to do it. (S10)</p> <p>LOtC: Play a warm up game outdoors.</p> <p>SMSC</p> <p>Using IT: Watch video clips of professional gymnasts.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To practice traveling over equipment (bench) and jump off onto a mat with support. Experience jumping on the trampettes. To practice different types of jumps using the trampette, tuck jumps, pencil jump, star jump, half turn jump. 	<p>Objective: (Gymnastics) To experience performing a sequence with an object /hula hoop/ ball/ ribbons.</p> <p>Success Criteria:</p> <p>Support: I can mirror movements in a sequence with a piece of equipment and recognize equipment. (S4)</p> <p>Core: I can use equipment independently with some control. (S7)</p> <p>Extension: I can perform a sequence with an object and describe my own actions. (S10)</p> <p>LOtC: Warm up on the outdoor equipment</p> <p>SMSC</p> <p>Using IT: Watch a video clip of a professional floor gymnast.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To explore different ways to pass equipment to peers, rolling, throwing and catching. To work in partners to practice mirroring movements. To create a short sequence.
	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>Objective: (Gymnastics) To create and participate in a gymnastics sequence.</p> <p>Success Criteria:</p> <p>Support: I can explore a variety of movements and show some awareness of space.(S5)</p> <p>Core: I can express myself through repetitive and simple sequences and movement patterns. (S7)</p> <p>Extension: I can perform a sequence with an object and respond to feedback from an adult to improve. (S11)</p> <p>LOtC: Use outdoor equipment within a sequence.</p> <p>SMSC</p> <p>Using IT: Show a video clip from the Olympics of GB gymnasts for inspiration.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To create a sequence of movements including one or more of each of the previous skills practiced, travel, body shapes, balancing, rolling and jumping. To use support cards to prompt movements and create a visual sequence to follow. 	<p>Objective: (Gymnastics) To perform a gymnastic routine in a group.</p> <p>Success Criteria:</p> <p>Support: I can link two actions consecutively. (S5)</p> <p>Core: I can follow and imitate sequences and patterns in my movements. (S8)</p> <p>Extension: I can perform a sequence with an object and describe and comment on my own and others actions. (S12)</p> <p>LOtC: Use outdoor equipment within a sequence.</p> <p>SMSC</p> <p>Using IT: Video the performances.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Perform the group sequences in front of an audience (peers). Include the use of gymnastic equipment. Ask for pupils' feedback on their own and others performances, what went well and is there any suggestions for future improvement. 	<p>Objective: (Team building games) To take part in sitting volleyball.</p> <p>Success Criteria:</p> <p>Support: I can show that movement patterns are established and they perform single actions. (S4)</p> <p>Core: I can show awareness of directional changes required in game situations. (S7)</p> <p>Extension: I can transfer skills or movements to a different activity. (S10)</p> <p>LOtC: Warm up on the outdoor equipment.</p> <p>SMSC</p> <p>Using IT: Video a game to watch back to analyze performance.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Relay races keeping a balloon in the air. Small groups sat in a circle counting how many passes they can make between the groups before the balloon hits the floor. To play games of sit down volleyball using a balloon or beach ball. 	<p>Objective: (Team building games) To take part in a basketball game.</p> <p>Success Criteria:</p> <p>Support: I can show movement patters are established and they perform single actions. (S4)</p> <p>Core: I can move with some control and co-ordination. (S7)</p> <p>Extension: I can play simple games and follow rules without support. (S10)</p> <p>LOtC: To play a match outside using floor based nets.</p> <p>SMSC</p> <p>Using IT: To use a timer to keep the game halves time limited.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Split the class into two teams. Each team line up on the opposite sides of the court facing towards the middle spread out. One pupil from each team starts in the middle of the court. The person in the middle with the ball must run to the start of their team line and pass to each pupil making their way down the line. First team to have the middle player back in the middle wins. Play a game of basketball however a team cannot attempt to shoot until each player in the team has received a pass. 	<p>Objective: (Team building games) To take part in a game of rounders.</p> <p>Success Criteria:</p> <p>Support: I can link 2 actions consecutively and follow simple instructions with support. (S5)</p> <p>Core: I can work closely in pairs, trios and small group, sharing and waiting for my turn. (S8)</p> <p>Extension: I can play simple games without support, keeping score and following basic rules.(S11)</p> <p>LOtC: To take part in activities on the outdoor playing area.</p> <p>SMSC</p> <p>Using IT: To use a timer to set a time period for teams fielding and batting.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> To play throwing and catching games using tennis balls. Play a game of angry birds, set up various targets for pupils to aim for at different levels. Each team can select up to three players to be the Guards. The Guards are the only players who are able to protect the Castles from being hit (stacked hoops). On a signal, players from each team grab a ball from the center and throw it across the court to attempt to knock down a Castle. As soon as a Castle is knocked



Churchill Park School
Mid Term Plan – Key Stage 4 - Food and Festivals

					<p>down, the team players begin building it back up. The game ends when a team has all three of the Castles knocked down.</p> <ul style="list-style-type: none"> • Play a game of rounders.
	Week 11				Suggested Home Learning
	<p>Objective: (Team building games) To take part in a game of goalball.</p> <p>Success Criteria:</p> <p>Support: I can explore a variety of movements and show some awareness of space.(S5)</p> <p>Core: I am aware of space, myself and others. (S8)</p> <p>Extension: I can select and use skills, actions and ideas appropriately, with guidance. (S11)</p> <p>LOtC: To practice activity one on the playground.</p> <p>SMSC</p> <p>Using IT: To video the game to re-watch what happened.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Groups will try to knockdown the cones placed at different distances with a given time of 2 minutes for every attempt or trial. <ol style="list-style-type: none"> a. For the first attempt, the groups must knock down all the cones without wearing eyeshades. b. For the second attempt, the groups must knock down all the cones blindfolded but with the help of a guide at the back. • Play a game of goalball. 				