



Churchill Park School

Mid Term Plan – Key Stage - Past, Present and Future

Year 7&8

	Week 1	Week 2	Week 3	Week 4	Week 5
Physical Education	<p><b>Objective:</b> Gym –To explore Traveling/Movement</p> <p><b>Success Criteria</b> Support: I can travel in a single direction &amp; navigate a variety of apparatus with physical support. S8 They are aware of space, themselves and others. Core: I can travel in multiple directions &amp; navigate a variety of apparatus with minimum assistance. S10 They can transfer skills or movements to a different activity. Extension: I can travel in multiple directions in a variety of ways &amp; independently navigate a variety of apparatus. S12 They vary skills, actions and ideas, and link these in ways that suit the activities.</p> <p><b>LOtC:</b> Use playground apparatus Use playground markings to guide travel/travelling games.</p> <p><b>Suggested Activities:</b> Warm up ‘traffic lights’ Variety of ways of travelling (walking fwd./bwd. on toes, hopping, skipping, turning, running)</p> <p>Starting, stopping and changing direction.</p> <p>Walking on hands and feet Travelling along apparatus on hands and feet.</p> <p>Landing off an apparatus. Stretching and curl-ups.</p>	<p><b>Objective:</b> Gym – To form Body Shapes</p> <p><b>Success Criteria</b> Support: I can use sensory circuits to stretch &amp; form shapes S8 They follow and imitate sequences and patterns in their movements. Core: I can stretch &amp; form shapes on low apparatus with minimum support S10 They know how to use equipment safely. Extension: I can stretch &amp; form shapes on low apparatus independently S12 They know how to move larger pieces of equipment safely. For example, move gymnastic equipment in pairs.</p> <p><b>LOtC:</b> Use playground apparatus Visit an adventure playground</p> <p><b>Suggested Activities:</b> Warm up ‘video game’(Stop, pause, left, right, up, down) Stretching different body parts on different apparatus.</p> <p>Exploring ways to move to another space.</p> <p>Working on travel sequences.</p>	<p><b>Objective:</b> Gym – To support your Bodyweight</p> <p><b>Success Criteria</b> Support: I can explore balancing on different body parts. S8 They are aware of the changes that happen to their bodies when they are active. Core: I can explore different ways of balancing on specified body parts. S10 They are aware of how to deal with changes that occur in their bodies during exercise. Extension: I can create a sequence using balances and body shapes. S12 They understand how to exercise safely, and describe how their bodies feel during different activities.</p> <p><b>LOtC:</b> Use playground apparatus Visit an adventure playground</p> <p><b>Suggested Activities:</b> Warm up Beans game Taking weight on different parts of the body (Small &amp; Large parts) on the floor, mat or apparatus.</p> <p>Talk about body tension and showing the importance of it. Exploring the different ways of balancing.</p> <p>Stork, Scale, Shoulder balance, Hip balance.</p> <p>Yoga activities</p>	<p><b>Objective:</b> Gym -To explore transference of weight</p> <p><b>Success Criteria</b> Support: I can transfer weight to a variety of body parts, sitting, rolling. S8 They follow and imitate sequences and patterns in their movements. Core: I can transfer weight from feet to hands and back to feet. S10 They can transfer skills or movements to a different activity. Extension: I can transfer weight using different gym moves and explore a variety of ways to travel in-between. S12 They vary skills, actions and ideas, and link these in ways that suit the activities.</p> <p><b>LOtC:</b> Use playground apparatus Visit an adventure playground</p> <p><b>Suggested Activities:</b> Warm up ‘traffic lights’</p> <p>Various ways of rolling.</p> <p>Pencil roll, Log roll, forward roll, backward roll, dive forward roll.</p> <p>Continue and improve cartwheels (with an approach).</p> <p>Working on travel sequences.</p> <p>Learning more safety rules when working independently on other previously learned skills</p>	<p><b>Objective:</b> Gym – To explore forming Body Shapes(Balancing)</p> <p><b>Success Criteria</b> Support: I can travel along apparatus with support. S8 They are aware of space, themselves and others. Core: I can perform static balances and travel along apparatus. S10 They can transfer skills or movements to a different activity. Extension: I can create a routine using travel, balances and body shapes using apparatus in small groups. S12 They vary skills, actions and ideas, and link these in ways that suit the activities.</p> <p><b>LOtC:</b> Use playground apparatus Visit an adventure playground</p> <p><b>Suggested Activities:</b> Warm up ‘video game’(Stop, pause, left, right, up, down)</p> <p>Start with frog stands, head stands.</p> <p>Learning how to spot appropriately is important. Holding the body still on apparatus.</p> <p>Travelling along apparatus finding out where to hold still.</p> <p>Travelling stretched out and curled in along apparatus.</p> <p>Working on sequences on apparatus.</p>
		<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
	<p><b>Objective:</b> Gym –To support Your Bodyweight</p> <p><b>Success Criteria</b> Support: I can travel along apparatus to create a routine with support S8 They follow and imitate sequences and patterns in their movements. Core: I can travel along apparatus using a variety of levels to create a routine.</p>	<p><b>Objective:</b> Gym - To be able to use a variety of take offs from the floor/springboard</p> <p><b>Success Criteria</b> Support: I can extend arms upward and legs straight when taking off. S8 They are aware of the changes that happen to their bodies when they are active.</p>	<p><b>Objective:</b> Dance – To develop the safe use of Space</p> <p><b>Success Criteria</b> Support: I can travel into a set space in imaginative ways. S8 They follow and imitate sequences and patterns in their movements. Core: I can find and travel into a space</p>	<p><b>Objective:</b> Dance – To recognise timing within music &amp; dance</p> <p><b>Success Criteria</b> Support: I can move/travel in time to a beat. S8 They follow and imitate sequences and patterns in their movements. Core: I can develop a sequence of</p>	<p><b>Objective:</b> Dance – To explore musical phrases</p> <p><b>Success Criteria</b> Support: I can express feelings to a piece of music. S8 They are aware of space, themselves and others. Core: I can move imaginatively to a piece of music.</p>



## Churchill Park School

### Mid Term Plan – Key Stage - Past, Present and Future

#### Year 7&8

<p>S10 They can transfer skills or movements to a different activity. Extension: I can travel along apparatus using a variety of levels and jumps to create a routine. S12 They vary skills, actions and ideas, and link these in ways that suit the activities. <b>LOtC:</b> Use playground apparatus Visit an adventure playground</p> <p><b>Suggested Activities:</b> Warm up Beans game</p> <p>Demonstrate an ability to hold body parts high and low.</p> <p>Improve on balancing and landing skills.</p> <p>Working on handstand (preparation) according to child's level.</p> <p>Improve on setting up and putting away of gymnastics material.</p>	<p>Core: I can perform a star jump. S10 They can transfer skills or movements to a different activity. Extension: I can perform a variety of jumps including: star jump and jump tuck S12 They vary skills, actions and ideas, and link these in ways that suit the activities. <b>LOtC:</b> Take mats and spring boards outside <b>Suggested Activities:</b> Warm up 'traffic lights'</p> <p>To Land in strong and fixed position.</p> <p>To perform a Random jump that is individual to them and that they come up with. Give it a name.</p> <p>To attempt a star jump or changing direction during jump. To attempt a jump – tuck (straight standing; knees to chest; toes pointed; arms up and feet and together.) and/ or half turn To attempt a pike jump (legs go out in front in pike position) or a Straddle jump; legs come up and out in front of body in a straddle position; arms come out and in between legs) and or half turn / full turn.</p>	<p>in imaginative ways. S10 They can describe their own actions. Extension: I can create a sequence of movements using a piece of equipment (ball, hoop). S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Use playground apparatus Use playground markings <b>Suggested Activities:</b> Warm up 'video game'(Stop, pause, left, right, up, down)</p> <p>Use medieval style music Working on posture through movement in space.</p> <p>Performing basic body actions on the beat of the drum/tambourine.</p> <p>Use swinging arms, jumping, jogging, skipping and walking on toes to work on extension.</p> <p>Body awareness skills (pretending it's hot/cold/slippery/ sticky/windy etc.)</p>	<p>movements to a beat. S10 They can transfer skills or movements to a different activity. Extension: I can develop a sequence of movements to a beat to express emotion to a piece of music. S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Visit a musical event Take musical equipment onto playground, school field or local venue. <b>Suggested Activities:</b> Warm up Beans game</p> <p>Use Spanish style music Performing basic body actions and recognising rhythms.</p> <p>Starting and stopping with the music. Developing basic sequences of movements.</p> <p>Develop own sequences in time.</p> <p>Learning certain names for certain steps</p>	<p>S10 They can transfer skills or movements to a different activity. Extension: I can tell a story through dance to a piece of music. S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Visit a musical event Take musical equipment onto playground, school field or local venue.</p> <p><b>Suggested Activities:</b> Warm up 'traffic lights'</p> <p>Use King Arthur Movie soundtrack (Hans Zimmer) Explain very basic the idea of musical phrases.</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Use of their own rhythmic qualities in their own dance. (Making up your own happy dance/ sad dance/ angry dance)</p>
<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Notes...</b>
<p><b>Objective:</b> Dance – To put together short sequences to display emotions <b>Success Criteria</b> Support: I can mirror a sequence to display emotions S8 They follow and imitate sequences and patterns in their movements. Core: I can mirror a sequence and create new sequences to display emotions S10 They can transfer skills or movements to a different activity. Extension: I can create a sequence to display emotions S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Visit a musical event Take musical equipment onto playground, school field or local venue.</p>	<p><b>Objective:</b> Dance – To put together longer sequences to tell a story <b>Success Criteria</b> Support: I can mirror a sequence to tell a story. S8 They follow and imitate sequences and patterns in their movements. Core: I can mirror a sequence and create new sequences to tell a story. S10 They can transfer skills or movements to a different activity. Extension: I can create a sequence to tell a story. S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Visit a musical event Take musical equipment onto playground, school field or local venue.</p>	<p><b>Objective:</b> Dance – To explore different ways to move to different musical genres <b>Success Criteria</b> Support: I can mirror extension group moving to various genres S8 They work closely in pairs, trios or small groups, sharing and waiting their turn. Core: I can create moves to a variety of genres S10 They can describe their own actions. Extension: I can create moves to a variety of genres and support peers in support group. S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Visit a musical event Take musical equipment onto</p>	<p><b>Objective:</b> Dance – To perform musical sequence to an audience <b>Success Criteria</b> Support: I can perform a musical sequence with support S8 Their control and coordination skills are developing. Core: I can perform a musical sequence independently S10 They can transfer skills or movements to a different activity. Extension: I can perform a musical sequence independently and support peers in support group. S12 They describe AND comment on their own and others' actions. <b>LOtC:</b> Perform the dance sequence on the playground on the field or at another school or venue.</p>	



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	<p><b>Suggested Activities:</b> Warm up Beans game</p> <p>Use classical music soundtrack (Excalibur movie ) Continue to work on musical phrases and making sequences Individually, in couples, in small groups with different methods of organisation. (adding on a group every 8 beats, or in to large groups)</p> <p>Learning certain names for certain steps.</p>	<p><b>Suggested Activities:</b> Warm up 'traffic lights'</p> <p>Use Pink Floyd Dark side of the Moon album Using a certain theme or story bring out the moods and emotions</p>	<p>playground, school field or local venue.</p> <p><b>Suggested Activities:</b> Warm up 'video game'(Stop, pause, left, right, up, down)</p> <p>Use classical, Jazz, Rock &amp; Roll, Punk, Pop, Country and Dance genres. Repeating the use of musical phrases.</p> <p>Repeat and improve the use of longer sequences.</p> <p>Sharpening on "dancing on the beat"</p> <p>Discussing the importance of dance for health and mental condition.</p>	<p><b>Suggested Activities:</b> Warm up Beans game</p> <p>Use chosen genre Rehearse and perform musical sequence to an audience Groups could perform short sequences to form one longer sequence as a whole</p>	
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