

Time Travel Adventure medium-term plan

Reception

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Knowledge	Skills	Key Vocabulary	Assessment
		Assessment areas	Expected
<p>Competent learner:</p> <p>Perform fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance & coordination</p> <p>Safely negotiate space both indoors and outdoors</p> <p>Active & healthy learner:</p> <p>Understand and explain the importance of good health, physical exercise, and healthy food</p> <p>Understand and explain which activities are good for our health</p> <p>Reflective learner:</p> <p>Describe, explain and comment on their own actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Engaged learner:</p> <p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p> <p>Play and use a range of skills cooperatively, taking turns and working together</p> <p>Disciplined Learner:</p> <p>Show a positive attitude towards activities and other pupils</p> <p>Work well with others by showing respect</p> <p>Stay on task throughout the session</p>	<p>Physical development</p> <p>Develop core strength, stability, balance, spatial awareness, co-ordination, and agility.</p> <p>Develop dance movement, control and balance of body parts</p> <p>Communication and language</p> <p>Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added).</p> <p>Offer answers to knowledge check questions</p> <p>Personal, social, and emotional development</p> <p>Supported to manage emotions and understand basic competition.</p> <p>Support interaction with other children.</p>	<p>Fundamentals of movement</p>	<p>Agility – can change direction when prompted</p> <p>Balance – remain in control of their body whilst moving</p> <p>Co-ordination – can use arms and legs together fluently</p>
		<p>Practice a range of movements with control</p>	<p>Move energetically, such as running, jumping, hopping and skipping</p>
		<p>Safely negotiate space</p>	<p>Negotiate space and obstacles safely, with increasing awareness of themselves and others</p>
		<p>Healthy food</p>	<p>Increasing awareness of healthy choices from limited options</p>
		<p>Activities good for health</p>	<p>Can suggest a variety of movements (at least 3)</p>
		<p>Actions and feelings</p>	<p>Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>
		<p>Expectations and rules</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
	<p>Experiences</p> <p>Games played both indoors and outdoors</p> <p>Engaging actively in stories, conversation, story-telling and role play.</p> <p>Share their ideas with support and modelling from the Activity Professional</p> <p>Experience a variety of equipment and explore ways to use safely.</p> <p>Concentrate and keep on trying if they encounter difficulties.</p> <p>Enjoy achievements.</p> <p>Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.</p>	<p>Handling equipment</p>	<p>Explore ways to use equipment safely</p>
		<p>Preparing for PE</p>	<p>Manage own clothes independently</p>
		<p>Listen to others and follow instruction</p>	<p>Respond to what they hear with relevant questions, comments and actions</p>
		<p>Co-operate and taking turns</p>	<p>Wait for what they want and control their immediate impulses. Begin to share sensibly with a partner</p>
		<p>Positive attitude</p>	<p>Form positive attachments to adults and friendships with peers. Begin to show sensitivity to their own and to others' needs</p>
		<p>Work well with others</p>	<p>Show an understanding of feelings of others and begin to regulate their behaviour accordingly</p>
		<p>Stay on task</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p>
		<p>Additional key vocabulary</p>	
		<p>Safety zone</p>	<p>The area in which activity takes place</p>
		<p>Dance</p>	<p>Controlled movement to music</p>
		<p>History</p>	<p>Series of past events</p>
		<p>Team</p>	<p>Working together with other children</p>
	<p>Mathematics – numerical sums</p> <p>Compare and track scores, including addition of totals, and understanding the great than of two amounts.</p> <p>Literacy – comprehension</p> <p>Use and understand recently introduced vocabulary</p> <p>Understanding the world – history, people, culture and communities</p> <p>Through fiction story, learn at least the titles of different moments through time.</p>		

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Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓	✓				Spatial awareness through story Fundamentals of movement	What is the safety zone? How can we ensure we are being safe? What different ways can you move? Are we holding the equipment safely? How is (child's name) showing control?
2	✓			✓		Fundamentals of movement Exploration of equipment through story Basic movement to music	What time have we travelled to? How can you move using X body parts? What body parts are working together in our dance steps? Can you show us the first movement of the dance?
3				✓		Striking Exploration of equipment through story Simple competition/ working together	Can you copy this movement? How many steps can you remember from last week? How can we hold the equipment safely? What do you think it was like living like a caveman? What is our target?
4				✓		Sending Transferring equipment from one place or person to another Basic movement to music	What steps of our time travel dance are your favourite? What does a pyramid look like? Can you balance on two feet, and then one foot?
5	✓			✓		Fundamentals of movement Simple competition/ working together Basic movement to music	What time has we travelled to? How many people are in your team? How can you balance using X body parts? How can we be fair and honest?
6	✓				✓	Spatial awareness Fundamentals of movement Simple competition working together, collecting/transferring equipment from one place or person to another (wild west theme) Basic movement to music	What movements might look like riding a horse in the wild west? How can you move over, or through? How are you sending the lasso? Why it is important to wait for your turn behind the safety cone? What does take turns mean?

Additional areas

Curricular links

N/A

Opportunities

N/A

Life skills

Developing basic fundamental movements in a fun exciting manor.