

Multi Skills medium-term plan

Year 1 & 2

		Year 1 & 2		
Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 1 expected	Year 2 expected
<p>Competent learner:</p> <p>Demonstrate some understanding of simple tactics for attacking and defending</p> <p>Perform fundamentals of movement (ABC's) with control and confidence</p> <p>Safely negotiate space both indoors and outdoors</p> <p>Active & healthy learner:</p> <p>Recognise and describe how their body feels during and after activities</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 and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Make judgements to improve their work</p> <p>Engaged learner:</p> <p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Cooperate and work in small teams</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p> <p>Engaged learner:</p> <p>Show a positive attitude towards activities and other pupils</p> <p>Work well with others by showing respect</p> <p>Dress and undress for PE promptly</p> <p>Stay on task throughout the lesson</p>	<p>Agility</p> <p>Moving the body from one position to another (changing direction)</p> <p>Start/stop on command, maintaining balance</p> <p>Balance</p> <p>Centre of gravity over the base of support</p> <p>Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination</p> <p>Synchronising limbs when performing an action</p> <p>Generating force when sending</p> <p>Locomotion skills (ways to move):</p> <p>Run - forwards, backwards, sideways and diagonally</p> <p>Chase - closing space between the attacker & defender</p> <p>Avoid - increasing the space between the attacker & defender</p> <p>Jump - block, intercept, receive object off target/on the move</p> <p>Stabilisation skills (maintaining physical stability):</p> <p>Turn - looking for spaces, chasing/avoiding</p> <p>Twist - when sending/receiving</p> <p>Stretch - when sending/receiving</p> <p>Ball manipulation skills (ways to use an object):</p> <p>Send - throw/kick a ball, push an object with a hockey stick</p> <p>Receive - catch with hands, softly cradle with feet/stick</p> <p>Dribble - continuously with hand(s), using feet to move- a ball, pushing an object with a stick</p> <p>Pick up - static or moving object</p> <p>Carry - run with an object in hands</p> <p>Bounce - bounce-catch/bounce pass</p> <p>Kick - kick ball into area/at a target</p> <p>Invasion Games Principles:</p> <p>Attack - create space to get through defence and score</p> <p>Defend - prevent opposition from scoring by closing space and retaining possession</p> <p>Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p>	<p>Simple tactics for attack & defend</p>	Can identify the correct role based on possession and can create and close space Can maintain possession	Can maintain possession, create and close space and react accordingly when possession is lost or gained
		<p>Control</p>	Stay within an area whilst moving, managing all body parts and object	Stay within an area stopping and starting on command, maintaining control of object
<p>Agility</p>	Change direction quickly	Change direction quickly avoiding others		
<p>Co-ordination</p>	Can use arms and legs simultaneously to send and receive	Can use arms and legs simultaneously to send, receive and intercept		
<p>Safely negotiate space</p>	Can remain in an area without colliding with others or objects	Consistent in finding new spaces whilst remaining in an area and controlling an object		
<p>Changes to the body</p>	Able to identify heart beating faster and sweating	Able to discuss the more exercise they do, the hotter they get and the need for more air		
<p>Good health</p>	Can talk about the different types of foods	Can talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats		
<p>Activity types</p>	Can suggest movements that increase heart rate	Can suggest activities that increase heart rate		
<p>Activity types</p>	Actions and feelings	Share with others and include all involved equally		
<p>Actions and feelings</p>	Know and show the importance of sharing with others	Share with others and include all involved equally		
<p>Rules and expectations</p>	Can follow rules given with little or no prompt	Can follow rules given without prompt		
<p>Make judgements to improve</p>	Can say what they do well, with some prompting	Provide a relevant example of what they can do better		
<p>Handling equipment</p>	Can collect and carry sensibly alone, when prompted and used for its intended purpose	Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position		
<p>Co-operate</p>	Can work well with others, taking turns and sharing without prompt	Work well with others, taking turns, sharing and helping others when needed		
<p>Preparing for PE</p>	Can dress promptly without help	Can dress promptly without help and keep area tidy		
<p>Listen to others</p>	Allow others to speak and listen	Allow others to speak and listen and respond to instructions from others		
<p>Positive attitude</p>	Respond to instructions and do not disrupt others	Respond to instructions, do not disrupt others and offer support where needed		
<p>Respect</p>	Share and include others equally	Share, include others equally and support/encourage others		
<p>Stay on task</p>	Remain on task throughout the lesson	Remain on task throughout the lesson		
	<p>Experiences</p> <p>Multi skills based activities with an emphasis on space</p> <p>A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey</p> <p>A variety of equipment including balls, goals and hockey sticks</p> <p>Working in small team</p> <p>Simple competition in pairs and small teams</p>			

	with little or no intervention from AP	with no intervention from AP
Additional key vocabulary		
Space	An area which is free of others	
Block	An obstacle to the normal process (e.g. stop a ball hitting the target)	
Intercept	When a defending player catches the ball and gains possession for their team	
Tactics	An action planned to achieve a specific end	

Year 2

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓					Moving in different ways	How does your body change when you change speed? Is it easier to move when stretched or when crouched? Tell me which parts of your body you are using during this activity? How can you make sure you are ready to move in any direction?
2						Travel over under and through objects	How do you coordinate your body to get through the hoop quickly? What do you need to consider when going under? Why is teamwork & safety important for this task? How could you be creative with your movements?
3			✓	✓		Balancing objects on the body	How many different ways are there of putting 2 hands and 2 feet on the floor? How do you hold a balance? Tell me what happens to your body as you balance? How can you improve your balances and keep them more steady? How similar/different are the shapes? Where is easier/harder to balance the object?
4						Moving to defend or attack	How do you avoid being tagged? Can you concentrate on tagging & dodging at the same time? Explain how you can move & change direction quickly. Who is attacking? How can you defend yourself when you only have limited choices of direction of travel? Are there tactics and strategies you can use to outwit your opponent?
5	✓					Coordination	How can you anticipate the movements of your opponent? Where should your eyes be? How can you distract or confuse your opponent so you can tap them successfully? How does having coordination help you with these activities? Why do we need balance for coordination?
6			✓		✓	Underarm throw	Tell me the correct position for aiming at a target. How much force should you throw with to reach your target? What happens if you apply more/less force to the swing of your arm? How can you improve your accuracy?
7						Throwing and catching	Where do you need to look to catch the ball? What happens if you use more or less force when throwing? Is it easier to catch by yourself or with a partner?

Additional information

Balance is an important part of Gymnastics, Dance and other games.

Co-ordination is important in all sports because it helps to improve form and technique

Learning how to throw underarm will allow the children to begin playing games like bocce, lawn bowls ten pin bowling and dodgeball

Throwing and catching skills are important in a great many games including basketball, netball and striking and field games

Additional areas

Curricular links

n/a

Opportunities

n/a

Life skills

Develops basic skills