




# Edward Peake C of E VC Middle School

## PE Department Medium Term Plan

<b>Subject:</b> PE	<b>Unit:</b> R.J.T.	<b>Term/Duration:</b> Autumn term 1	<b>Year Group:</b> 5		
<b>Prior Learning:</b> During PE lessons at lower school pupils should have: <ul style="list-style-type: none"> <li>➤ mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>➤ Worked in small teams in a variety of roles.</li> <li>➤ Used and kept basic rules for games activities.</li> </ul>		<b>Key Vocabulary:</b> Sprint, Relay, accelerate, take off, landing, aim, release, follow through			
<b>By the end of this unit...</b>					
<b>most pupils will be able to:</b> Demonstrate running, jumping, throwing and catching in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
<b>some children will not have made so much progress. They will be able to:</b> begin using basic game skills in isolation. They will begin linking their actions in conditioned game scenarios that allow them to function in non and semi opposed game situations.					
<b>some children will have progressed further. They will be able to:</b> Explore ways of using space and develop an understanding about how to outwit their opponents. They will begin creating defensive strategies and show marking skills during conditioned games and matches.					
	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>Teaching Points</b>
1	<b>Baseline Skills Test</b>  L.O. be able to perform at maximum levels	<u>Set Up</u> - in the gym or outside  	Baseline test of fundamental running, jumping, throwing and fitness skills.  SC	See set up content 4 speed bounce (in yellow) 4 skipping ropes (in red) 4 net/basketballs (and a wall or fence) in green 16 cones (in blue)	Ensure safe distance between skipping ropes to avoid whipping style injuries.  Ensure partners sit down to count scores



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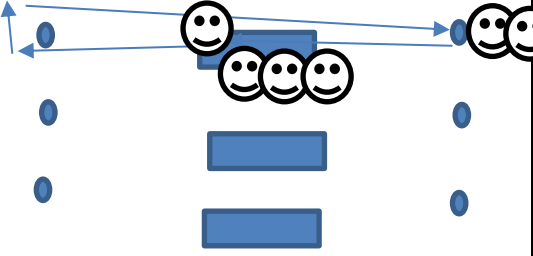
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<p>when completing a baseline test.</p>	<p style="text-align: center;">● ● ● ●</p> <p><u>Main</u> – Demonstrate the <del>stations to pupils,</del> focus on technique to improve the speed at which they can perform each skill.</p> <p>Shuttle run – start on one end cone, sprint to closest cone and return to start cone for one point. Turn and sprint to middle cone and return to start for 2<sup>nd</sup> point. Turn and sprint to the furthest cone and back to score their 3<sup>rd</sup> point before repeating.</p> <p>Speed bounce – Stand sideways, jump left and right over the hurdle. Each time they land either side of the hurdle they score 1 point.</p> <p>Skipping – Skip as many times as they can in 1 minute.</p> <p>Ball Pass – Pass and catch the ball against the wall or fence as many times as possible in 1 minute.</p> <p>Split pupils into pairs. Player 1 works whilst player 2 rests and counts. They then swap over.</p> <p>Each player will need 1 minute to perform the test at each station.</p>	<p>Bronze - I can use my whole body to generate power and control when jumping and throwing.</p> <p>Silver - I can show speed and endurance when running</p> <p>Gold - I can count and record my scores accurately</p>		<p>(but not too close in case they get struck by equipment).</p> <p>Shuttles – must touch each cone with their hands to ensure low body position for acceleration. Fast arms = fast feet.</p> <p>Speed bounce – Easy – step over the hurdle with both feet, medium - big jump over hurdle, little jump to recover then big jump over the hurdle again, hard – plyometric bounces continuously over the hurdle keeping feet together and knees bent.</p> <p>Ball Pass – ‘W’ shape for winning catches, find the best spot to hit the wall for the rebound to be accurate, 1 foot slightly in front of the other.</p>
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		<p>This will take 1-2 lessons dependent upon set up time and time taken by pupils and teacher to record scores.</p>			
2	<p><b>Running... Sportshall Athletics Style!</b>          Demonstrate running for speed with good posture, balance and stability.</p>	<p><u>Warm up</u> – Get into Gear (see cards)</p> <p><u>Main</u> – Shuttle Run (see cards)</p> <p><u>Team Relay</u> – Can be set up in gym or courts  <b>Pupils organised into teams of equal numbers.</b> Have the first runner in each team positioned in their lane next to the waiting area (blue box). Sit the next 3 pupils in the waiting area. Runner 1 completes 1 lap as shown then high 5's the next runner in the waiting area. All runners then move one space forwards until it is their turn in the relay. You may wish to use relay batons or bean bags to pass during the relay.</p>  <p><b>Plenary - Pupils need timed 1 lap races.</b></p>	<p>Continuous formative assessment of movement success.</p> <p>Bronze - run in an upright position on the straights. Shoulders above hips.</p> <p>Silver - Sprint forward using a sockets to pockets arm action. Fast arms ake fast feet.</p> <p>Gold - Drive off of the board, staying low to the ground.</p>	<p>RJT – Lesson Plan: Unit1 – Lessons 1&amp;2          All work cards and progressions included.</p> <p>Cones, bean bags etc for relay.</p>	<p>See work cards.</p>



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3	<b>Hurdling at Speed</b> – Hurdles L.O. Demonstrate running and jumping for speed with good balance, posture and control.	<p><u>Set Up</u> – 10 hurdles in centre of the gym (ensure there is at least a metre safety zone between hurdles). One cone needs to be placed 2.5m either side of the hurdle.</p>  <p><u>Warm up</u> – Steeple chase. Pupils respond to verbal commands (jog, skip, sprint, freeze) whilst travelling around the perimeter of the space (outside the cones). When the whistle blows pupils must jump over a hurdle as quickly as they can before returning to the outside of the cones.</p> <p><u>Main</u> – Hurdle Technique – In 2's/3's pupils start on 1 cone, sprint and hurdle over the red hurdle and continue their sprint to the next cone. Walk back to the line.</p> <p>Ask Pupils to volunteer their partner to demonstrate if...</p> <ol style="list-style-type: none"><li>1) Their take off was powerful from one foot and did not involve any shortened or shuffled steps. (model this element)</li></ol>	Record scores where appropriate to allow them to compare their previous performances with future ones.	10 hurdles 20 cones  Speed bounce if you wish	Allow pupils time to discover what a successful hurdle technique looks like... Simply tell them they need to hurdle for speed not height and they must think about their take off and landing.
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		<p>2) Their body weight was leaning forwards when hurdling through the air to reduce height and increase speed. (model this element)</p> <p>3) Their landing was balanced and controlled and allowed them to continue their sprint technique to the cone. (model this element)</p> <p>If we put the 3 hurdlers together we have a great technique that is fast and flat through the air! Now allow practice time.</p> <p><u>Plenary –</u></p> <p>Have 4 lanes of 3 hurdles ( 4m or 7 steps apart). Arrange pupils into 4 groups. Time their mini hurdle race and record scores.</p> <p>Extension - Triathlon SPH event - Hi Stepper, timed event. See Eveque guidance in team drive.</p>			
4	<p><b>Jumping for Distance</b></p> <p>Demonstrate control, balance and power when jumping for distance.</p>	<p><b>Warm - Up</b></p> <p>Islands - Spread the mats, spots and lines around the sportshall. Give pupils practice time to jump from mat to mat without touching the floor. <i>Differentiate the distances using the spots etc and encourage pupils to push themselves to jump as far as they can.</i></p> <p>Timed challenge - Pupils must visit as many different mats as they can in 2 minutes. if</p>	<p>S.C.</p> <p>Bronze - Keep your feet behind the line. 2 foot take off - 2 foot landing.</p> <p>Silver - 'Land then stand' to ensure your feet plant to the ground when landing.</p>	<p>12 Mats (rememberlight mats sometimes slide. If using mats for 'how far now?' activity, ensure partner anchors the mat in one corner with their foot to prevent landing injuries)</p> <p>Floor spots</p> <p>Throw down lines or hoops</p> <p>Metre rules</p>	<p>(B) Take off from 2 feet without a run up.</p> <p>(S) Put your hands down in front of you to steady yourself but do not move your feet.</p>



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	<p>they touch the floor they must return to where they took off for that jump.</p> <p><b>Main -</b> How far now? Pupils work in pairs. A puts their toes up to the black line and jumps high into the air before landing on 2 feet. B then places a marker touching the heel of their foot closest to the take off line. B then has a turn at jumping. Repeat and see who can jump the furthest using the S.C. as guidance for legal jumps.</p> <p>Use your S.C. to structure the practice, gradually drip feed technique.</p> <p>Once pupils constantly land on the same spot or can no longer beat their own score; pause the activity and teach pupils how to use the metre rulers to work as a group (4's) and accurately measure their distance.</p> <p><b>Plenary -</b> Standing Long Jump Competition.</p> <p>1st = credit 2nd= 2 house points 3rd = 1 house point</p> <p>Set up a jumping and measuring station with heavy mats. Staff must measure for this activity so that scores can be recorded</p>	<p>Gold - Use your whole body to drive yourself forwards. 'Gather' your arms and push your hips upwards and forwards.</p>		
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		accurately. Use 1 pupil to be a take off judge and 1 pupil to be a landing judge.			
5	<p><b>Throwing Technique Lesson</b></p> <p>L.O. - Be able to throw with control, accuracy and power.</p>	<p><b>Warm - Up</b></p> <p><u>Scramble</u> (Full court Dodgeball) - Half the class wear bibs, the other half are non-bibs. Pupils travel around the sportshall, collect a free dodgeball and try to throw the ball and hit the opposition on the legs or feet. If they are successful they run with 2 arms in the air to collect a cone and place it under their teams basket (they cannot be hit during this time). The team with the most cones/points at the end wins.</p> <p><b>Main</b> - Each subsequent activity should have training/practice time where staff and pupils can give and react to feedback. Then you can create point scoring competitions either between teams or on a smaller scale within their group (dependent upon class)</p> <p><u>Target Throw (1 handed under arm)</u> Set up multiple hoops to aim at in groups of 3 or 4. Pupils throw the bean bag and then go to the back of their queue. The next person collects the bean bag and takes their throw (never collect your own throw, create good habits for real javelins in the summer H/S)</p>	<p>Bronze - Point your feet and hands at your target.</p> <p>Silver = Follow through after your release, ensure your technique flows (no jerky movements)</p> <p>Gold = Demonstrate effective grip, preparation and release for each throwing type.</p>	<p>Bibs Dodgeballs Cones Bean bags Hoops Basketballs Foam Javelins</p>	<p>Allow pupils plenty of time to discover which technique works best for them in each throwing discipline.</p> <p>Add in some maths adding, multiplying, hit the target and subtracting challenges to the point scoring sections to the lesson. E.g Pupils must score 21 points, if they score 22 they are bust... Closest hoop = 1 point, middle = 2, furthest = 3 etc.</p> <p>Lower ability pupils can have their scores doubled, whilst G and T pupils must halve their etc/</p>



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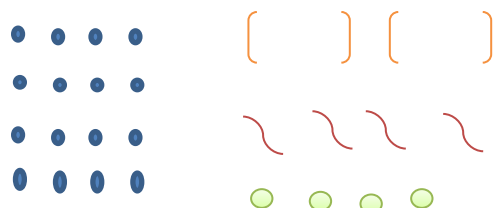
	   x x x <p><u>Chest Push (chest pass for distance)</u> Extend the hoops to encourage a chest pass for distance. Pupils should use a step, push, point passing technique (already covered in ball skills). They should remain behind the start line to ensure they have a legal throw. Release the ball at 45 degrees so that the ball rainbows through the air. Try to get the ball to land in the hoops to score points.</p> <p><u>Javelin (foam only inside)</u> Demonstrate the 'V' grip and 'O' grip to pupils. Explain that the javelin is a 'pull throw'. As a result, they must now turn their body sideways and stand like a star. Their arm must start straight with the javelin pointing at 45 degrees. Their arm should follow a 'straight, bend, extend' pattern and then 'high 5 the sky' on release. Pupils practice throwing the javelin. Ensure they never collect their own throw as they may be persuaded to throw the javelin back to their group (don't allow them to develop bad habits).</p>			
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6	<b>Throwing Event Circuit (measured)</b>		Summative assessment against criteria.		
7	<b>Repeat Baseline Skills Test (aim to beat previous scores)</b>  L.O. be able to perform at maximum levels when completing a baseline test.	<p><u>Set Up</u> - in the gym or outside</p>  <p><u>Main</u> – Demonstrate the stations to pupils, focus on technique to improve the speed at which they can perform each skill.</p> <p>Shuttle run – start on one end cone, sprint to closest cone and return to start cone for one point. Turn and sprint to middle cone and return to start for 2<sup>nd</sup> point. Turn and sprint to the furthest cone and back to score their 3<sup>rd</sup> point before repeating.</p> <p>Speed bounce – Stand sideways, jump left and right over the hurdle. Each time they land either side of the hurdle they score 1 point.</p> <p>Skipping – Skip as many times as they can in 1 minute.</p>	<p>Baseline test of fundamental running, jumping, throwing and fitness skills.</p> <p>SC</p> <p>Bronze - I can use my whole body to generate power and control when jumping and throwing.</p> <p>Silver - I can show speed and endurance when running</p> <p>Gold - I can count and record my scores accurately</p>	<ul style="list-style-type: none"> <li>- See set up content</li> <li>- 4 speed bounce (in yellow)</li> <li>- 4 skipping ropes (in red)</li> <li>- 4 net/basketballs (and a wall or fence) in green</li> <li>- 16 cones (in blue)</li> </ul>	<p>Ensure safe distance between skipping ropes to avoid whipping style injuries.</p> <p>Ensure partners sit down to count scores (but not too close in case they get struck by equipment).</p> <p>Shuttles – must touch each cone with their hands to ensure low body position for acceleration. Fast arms = fast feet.</p> <p>Speed bounce – Easy – step over the hurdle with both feet, medium - big jump over hurdle, little jump to recover then big jump over the hurdle again, hard – plyometric bounces continuously over the hurdle keeping feet</p>



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	<p>Ball Pass – Pass and catch the ball against the wall or fence as many times as possible in 1 minute.</p> <p>Split pupils into pairs. Player 1 works whilst player 2 rests and counts. They then swap over.</p> <p>Each player will need 1 minute to perform the test at each station.</p> <p>This will take 1-2 lessons dependent upon set up time and time taken by pupils and teacher to record scores.</p>			<p>together and knees bent.</p> <p>Ball Pass – 'W' shape for winning catches, find the best spot to hit the wall for the rebound to be accurate, 1 foot slightly in front of the other.</p>
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