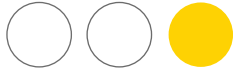


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 1 Games



Foxdell Infant School
Foundation Medium Term Planning Sheet

Year: 1

Subject: PE (Games)

Term: Summer 1st 2012

Hours: 6 hours

Language Functions	Focus (questions to be asked by adult)	Language structures (to be used by child)
Describing, Questioning, Suggesting, Evaluating.	Can you tell me how your body feels before, after, during exercise? Can you tell me how to work well in a group/with a partner in P.E How can you improve your ball /catching/ receiving/striking skills? How have you improved your ...skills today? What did you enjoy about the lesson today? What skills have you learnt? What did you find difficult today?	My body feels ... when I exercise. I can work well with a partner by ... It is important because.... I can improve my ...skills by I have improved my skills by ... I enjoyed this because I have learnt how to ... I found this difficult because
Vocabulary warm up, cool down, find a space, freeze, balance, beanbag, ball, aim, catch, push, pull, force, retrieve, roll, knees bent, underarm, striking, throwing, catching, control,		
ICT: dig-blue, SB		
P.E. NC Links: 1a,2c, 3b,3c,4b,7a,7b,		
<p>PSHE & Citizenship NC Links:</p> 2a) to take part in discussions with one other person and the whole class 2d) to agree and follow rules for their group and classroom, and understand how rules help them 3a) how to make simple choices that improve their health and well-being 4b) to listen to other people, and play and work cooperatively 4c) to identify and respect the differences and similarities between people 5b) to feel positive about themselves 5f) to develop relationships through work and play 5h) to ask for help		
<p>Planning Resources</p> <ul style="list-style-type: none"> • Games ideas -see bottom of planning (Schoolsnet) • Luton and Bedfordshire School Sport Partnerships: High Quality Outcomes Statements 		

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Learning Objectives	Teaching Activities	Success Criteria
<p>1a Explore basic skills, actions and ideas with increasing understanding 3a cdn should describe what they have done. 3b observe, describe and copy what others have done 3c To use what they have learnt to improve the quality and control of their work.</p>	<p><u>Week 1 Games</u> L.Q Can I learn how to run and sprint? Can I talk about Olympic VALUES? HELPERS -equipment. leaders <u>High Quality Outcomes Statements:</u> I am keen to join in. I remember my P.E kit. I get changed quickly for P.E You will need to arrange your children into Olympic mixed ability teams - cdn can choose country or you can use continents.</p> <p>Share Olympic ideals ‘Peace, Friendship and Progress’ and the Olympic concept ‘Faster, Higher and Stronger’ and the importance of teamwork. Explain we will be having our own Mini Olympics at the end of the term and that the children will work in teams. The winning team will be the one who scores the most points together so they need to support each other. Throughout the competition they can also score points for their design skills, creativity, organisational skills and their ability to officiate and lead.</p> <p>The Olympic message tells us that the struggle, not the triumph, is the most important aspect of life. Not necessarily to have conquered, but to have fought well should be our aim.</p> <p>SNB watch video clip.</p> <p>Show cdn LCP flipbook page 19 –running position. Pont out that the knees are lifted high and the arms swing alternatively – and to try to copy this action when they are running.</p>	<p>I can observe others, copy and improve my work. I can identify areas where I need to improve my skills.</p> <p><u>Resources</u> Chalk marked track or use coloured markers, beanbags.- Team colour bands Timers Whiteboards.</p>

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	<p>Warm up Children will perform short stretching warm up before jogging gently around the playground. Explain this is a warm up and children should not race. Explain and practice accelerating to sprint speed on the spot. Cdn jog on spot, start jogging, faster, “fast as you can”, slow down and stop. Practise running around in playground calling out stages.</p> <p>Use team bands and position groups around playground. Explain area they will be working in. Leader to collect equipment (others to play tag in groups. Explain to Leader task – then leader explains to group. Cdn will run against each other in groups taking it in turns to run or time runner. Leader to mark start finish line with chalk. Encourage fairness. Record timings on WBs. They should encourage team with positive comments. Ensure leader is able to retell task to others. (they may need support with this initially so it would be useful to have your TA outside) When cdn have practised –allow cdn working well to show. Discuss running style – (show good example) how could they improve? help each other? Practise again. Team races One cd from each group will race- team with most winners are awarded Olympic points. Keep ongoing total. Points can be awarded for co-operative work, supporting others, fair play etc.</p> <p>Cool down. Play 'Follow my leader' around edge of playground gradually slowing down to walking pace. Cdn must not overtake and must copy person in front of them. Revise the key teaching points for sprinting.</p>	
<p>1a Explore basic skills,</p>	<p><u>Week 2</u> Lesson focus: To develop the basic technique of sprinting and introduce a more</p>	<p>I can describe how my body feels in</p>

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<p>actions and ideas with increasing understanding</p> <ul style="list-style-type: none"> ▪ To remember, repeat and link combinations of actions. ▪ To use their bodies and a variety of equipment with greater control and coordination. <p>2c-Apply rules and conventions for different activities</p> <p>4b- to recognise and describe how their bodies feel in different activities</p> <p>Children will learn to respond to teacher's instructions, changing pace and direction with control. Children will begin to carry apparatus when moving and co-operate with others.</p>	<p>formal standing start.</p> <p><u>L.Q</u> Can I practise my sprinting style? Can I start the race with a standing sprint start? HELPERS –equipment. leaders</p> <p><u>High Quality Outcomes Statements:</u> I can say how my body feels and why. I can explain the task to others. I can get on with my work sensibly.</p> <p><u>Warm up</u> Non-stop shuttle activities between 2 lines changing the activity as directed (use directional language) e.g. walk, jog, skip, etc. Increase intensity after 1 minute to include hopping, sprinting and jumping actions. (10 of each counting) Discuss how body feels/is changing</p> <p>Main Activity- Sprinting: Complete 4 x15m sprints as last week recapping the main teaching points 6 - 8 children run at once from a base line, past a finish line to a recovery line (use markers) where they wait for their next go. Use the words “on your marks/get set/go” Build up the teaching points giving an additional teaching point each sprint. Emphasise focus ahead, pump the arms, stay in the middle of the lane, sprint past finish the finish line. Introduce the standing start: On “on your marks” put one foot forward up to but not touching the start line, on “get set” bend the knees slightly, on “go” sprint Complete 4 more x15m sprints using the standing start.</p> <p>Additional Activity- Jumping: Introduce the standing long jump Jump 2ft to 2ft, use a base line and 1/3 of class jump at once. 4 x jumps each. Emphasise keep feet shoulder width apart, swing the arms forward on take-off, bend knees at start</p>	<p>different activities.</p> <p>I can follow rules and conventions to carry out activities</p> <p>I can improve my starting position and sprinting style.</p> <p><u>Resources</u> Beanbags, bands. Chalk marked track or use coloured markers,</p>
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<p>3c</p> <p>Use what they have learnt to improve the quality and control of their work</p>	<p>and finish, jump up, best effort Look at a few examples. Who has a good action? Try again.</p> <p><u>Cool Down</u></p> <p>Cd leads 'Follow my leader' for cool down. Revise the key teaching points for the standing long jump, sprinting and the standing start.</p>	
<p>NC</p> <p>1a</p> <p>Explore basic skills, actions and ideas with increasing understanding</p> <p>1b remember and repeat simple skills and actions with increasing control and coordination</p> <p>2c-Apply rules and conventions for different activities</p> <p>4b- to recognise and describe how their bodies feel in different activities</p> <p>7a-Travel with, send and receive a ball and other equipment in</p>	<p><u>Week 3</u></p> <p>L.Q</p> <p>Can I develop the technique of distance running?</p> <p>Can I jog with a partner keeping a steady speed?</p> <p>Helpers</p> <p>Equipment, leaders</p> <p><u>High Quality Outcomes Statements:</u></p> <p>Health and Fitness - I keep going and don't give up easily</p> <p>Curriculum - I can use peer and self assessment</p> <p><u>Warm-up:</u> Move continuously in a given area for 1 min counting doing interval running e.g. walk 10 paces, jog 10 paces, run 10 paces etc or change action on the whistle if preferred.</p> <p><u>Activity</u></p> <p>Lesson focus: To develop the basic technique of distance running.</p> <p>Main Activity- Distance Running:</p> <p>Run continuously for another 1 min 30 secs in and out of markers keeping a steady pace of your own choosing. Emphasise relaxed shoulders, upright posture, moving arms to</p>	<p>Children:</p> <p><u>I can remember and repeat skills.</u></p> <p>I can observe others, copy and improve my work.</p> <p><u>I can talk about how my body feels in different activities.</u></p> <p><u>I can talk about how I can improve my skills.</u></p> <p><u>I can talk about the rules of the game.</u></p> <p><u>I can describe how my body feels during activities.</u></p> <p><u>I can work well with a partner.</u></p>

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<p>different ways.</p> <p>7b -Develop these skills for simple net, striking, fielding and invasion type games that they have made.</p> <p>Children will learn to : Children will link running and dodging actions by playing simple partner games. Children will begin to throw and catch with some accuracy, working alone and with a partner. Children will use the skills of running and throwing accurately to play a team game.</p> <p>PSHE 1a, 1b, 2a, 2B, 3b, 3c, 4b, 8a, 8b, 8c, 8d</p>	<p>alternate with leg action, bouncy strides, regular breathing. Discuss the importance of breathing deeply and steadily whilst running and pacing yourself to run without having to walk. Choose a partner who you think runs about the same pace as you do. Jog continuously for 1 min 30 secs side by side trying to keep a steady pace together. Can you keep going without having to walk? Discuss how body has changed after exercise.</p> <p>Additional Activity- Jumping: Stand along the edge of the track to face a series of lines for the pupils to jump onto and over in a variety of ways</p> <ol style="list-style-type: none"> 1. run over with small leap (like a hurdle) 2. jump from line to line 2ft to 2ft (kangaroo jump) build up from one jump to 5 in a row 3. 2ft to 2 ft over a line sideways (ski jump) 4. hop over each line 5. skip across the track and back again <p>Cool Down Ask cdm to walk around the playground. They must freeze and turn, keeping their backs straight and maintaining good posture Give directions for them to follow. E.g. turn left, right, walk forward, backwards (with care). Ask them to stand still and stretch their arms up and hold for a count of 5. Ask if they can feel their muscles held tight as they stretch and then relaxed as they release the stretch. Revise the key teaching points distance running.</p>	<p><u>Resources</u> <u>Chalk marked track or use coloured markers.</u></p>
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<p>NC -1a Explore basic skills, actions and ideas with increasing understanding</p> <p>1b remember and repeat simple skills and actions with increasing control and coordination</p> <p>2c-Apply rules and conventions for different activities</p> <p>4b To recognise and describe how their bodies feel during different activities</p> <p>7a-Travel with, send and receive a ball and other equipment in different ways.</p> <p>7b -Develop these skills for simple net, striking, fielding and invasion type games that they have made</p> <p>Children should be</p>	<p>Week 4 Lesson focus: To develop the basic idea of relay running.</p> <p>L.Q Can I work co-operatively in a relay team? Can I follow the rules in a relay race?</p> <p>HELPERS Getting equipment, leaders</p> <p>High Quality Outcomes Statements: I make sure I understand my task. I can work well individually and in groups.</p> <p><u>Warm-up</u> Cdn run around and get into groups of number called out.</p> <p>Main Activity- Sprint Relay Game: Set out pairs of hoops 15m apart with 4 beanbags in one hoop. In teams of 4 pupils take it in turns to sprint to the furthest hoop to place a beanbag in it then run back to tag the next member of the team. How long does it take them to move all four beanbags? Time them to share the fastest time and the slowest times. Discuss how they could speed up. Watch a few chosen individuals and get the pupils to identify why they are being successful. Try as a class to improve the times. Do they improve?</p> <p>Additional activity - Jumping game (as last week): Stand along the edge of the track to face a series of lines for the pupils to jump onto and over in a variety of ways</p> <ol style="list-style-type: none"> 1. run over with small leap (like a hurdle) 2. jump from line to line 2ft to 2ft (kangaroo jump) build up from one jump to 5 in a row 3. 2ft to 2 ft over a line sideways (ski jump) 4. hop over each line 5. skip across the track and back again <p><u>Cool Down</u> Play Simon Says gradually changing activities to a slower pace. Discuss how the</p>	<p>Children:</p> <p>I can remember and repeat simple skills.</p> <p>I make sure I understand my task.</p> <p>I can work well in a group/with a partner.</p> <p><u>Resources:</u> <u>Chalk marked track or use coloured markers,</u></p>
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<p>taught to: To use space safely, becoming aware of others within the working area. Children will develop the idea of team work and group cooperation. Children will learn to strike balls using their hands. PSHE 2a, 2d, 3a, 4b, 4c, 5b, 5f, 5h</p>	<p>children feel after their lesson. Does their body feel different? Do they feel different? Happier? More energetic? Discuss. Revise the key teaching points of the relay.</p>	
<p>NC 1a Explore basic skills, actions and ideas with increasing understanding 1b remember and repeat simple skills and actions with increasing control and coordination 2c-Apply rules and conventions for different activities 4b- to recognise and</p>	<p>Week 5 L.Q Can I practise throwing a javelin? Can I carry out a kangaroo jump? HELPERS –equipment. leaders High Quality Outcomes Statements: Health and Fitness – I know exercise is important in and out of school Attitude – I look forward to my lessons <u>Warm-up</u> Cdn run around and get into groups of number called out. Give cdn number cards 1-15 or chalk numbers on playground. Say addition/subtraction number sentences. Cdn run to correct answer. SNB Demonstrate throwing a javelin. Explain to leader task. Cdn work in their groups with</p>	<p>Children: I can avoid other children when moving around I can stop quickly and safely. Resources Bands, Javelins Chalked lines at 5m intervals. Chalk marked track or use coloured markers,</p>

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<p>describe how their bodies feel in different activities</p> <p>7a-Travel with, send and receive a ball and other equipment in different ways.</p> <p>Children should be taught to:</p> <p>Continue to develop their understanding of the importance of avoiding other children when moving around.</p> <p>PSHE 2a, 2d, 3a, 4b, 4c, 5b, 5f, 5h</p>	<p>leader modelling throw and encouraging peers. Model again outside.</p> <p>Main Activity- Jumping for Distance: Practice jumping 2 feet to 2 feet. Stand with feet shoulder width apart, bend the knees and take the arms back behind you, swing the arms forward and up at the same time driving upwards to jump strongly forwards, bend knees at start and finish, best effort Now link 3 jumps in a row, then 5 like a kangaroo. Using the track to jump across in pairs watch a partner do some kangaroo jumps. How many jumps does it take them to completely cross the track? Can they do it in less? Swap over.</p> <p>Revise the standing long jump technique from week 2. Find partner to jump with. Try to jump together at the same time side by side. Change partners when told to.</p> <p>Cool-down Revise the key teaching points of the kangaroo jump technique. Revise javelin throwing technique. Cd to demonstrate. Play Simon Says gradually changing activities to a slower pace. Discuss how the children feel after their lesson. Does their body feel different? Do they feel different? Happier? More energetic? Discuss</p>	
<p>NC 1a) b), 2c), 4b), 7a) b</p> <p>Children should be taught to:</p> <p>To work co-operatively in team games. Children will develop ways they can control a ball by learning to tap a ball along the ground as well as practising skills</p>	<p>Week 6 L.Q Can I use a baton in a relay race? Can I work co-operatively in a team?</p> <p>HELPERS Getting equipment, leaders Quality Outcomes Statements:</p>	<p>Children: I can keep going and never 'give up'. I can explain the task to others. I can pass the baton carefully.</p>

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<p>already learnt.</p> <p>PSHE 2a, 2d, 3a, 4b, 4c, 5b, 5f, 5h</p>	<p>Health and Fitness – I keep going and don't give up easily Curriculum – I am able to explain the task set to others</p> <p>Warm up Give cdn number cards 1-15 or chalk numbers on playground. Say addition/subtraction number sentences. Cdn run to correct answer.</p> <p>Watch baton exchange on IWB see SNB. Practise exchange as in clip.</p> <p>Activity -Relay Races</p> <p>In 4's place 2 markers 15m apart. The pupils divide into pairs to stand at each marker. The first runner sprints to hand a beanbag to the next runner. The pupils shuttle back and forward taking it in turns to run with the beanbag. Keep going continuously until told to stop.</p> <p>Cool Down –Ask cdn to walk around the playground. They must freeze and turn, keeping their backs straight and maintaining good posture Give directions for them to follow. E.g. turn left, right, walk forward, backwards (with care). Ask them to stand still and stretch their arms up and hold for a count of 5. Ask if they can feel their muscles held tight as they stretch and then relaxed as they release the stretch.</p>	<p>I can work well in a team.</p> <p><u>Resources</u> Markers Chalk marked track or use coloured markers, Coloured bands</p>
	<p>Week 7 Olympic Games-class competition Running Long jump Javelin Relay</p>	

Evaluation:

Successes	Concepts that need to be revised	Notes

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