



## Medium Term Plan: Summer 2 - Ages 10-11

| imoves                     | Lesson 1                                                                                                                                                                     | Lesson 2                                                                                                                                                                                                                                                              | Lesson 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lesson 4                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lesson 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Warm Up</b>             | <b>Warm Up 1 &amp; 2</b><br>Begin with an indoor video warm up, then organise <b>shuttle jogging</b> in teams, using a series of colour-coded cones as markers.              | <b>Warm Up 1 &amp; 2:</b> Begin by replaying the indoor warm-up video to enhance muscle memory, then move on to shuttle jogging where the class is divided into teams, jogging along a line of cones in a loop, with adaptable variations.                            | <b>Warm Up 1 &amp; 2:</b> Enhance muscle memory by replaying the indoor warm-up video, then start shuttle jogging where mixed teams follow a colour-coded line of cones, jogging from start to end and back in a continuous loop with adaptable variations.                                                                                                                                                                                                                                                                                              | <b>Warm Up 1 &amp; 2:</b> Begin with an indoor warm-up video, then transition to the versatile <b>"Follow the Leader"</b> activity. In groups of four, create an assault course to practice locomotive skills and balance on a line.                                                                                                                                                                                       | <b>Warm Up 1 &amp; 2</b> Start with an indoor warm-up video to improve muscle memory, then follow it with a <b>Follow the Leader</b> activity, incorporating a range of movements while staying on a line.                                                                                                                                                                                                                                                                   | <b>Warm Up 1 &amp; 2</b> Replay the indoor warm-up video to improve muscle memory. Then to <b>"Follow the Leader"</b> warm-up activity. In Level 3, the leader directs blindfolded followers, maintaining movements on a straight line.                                                                                                                                                                                                                                     |
| <b>Activity</b>            | <b>Baseline Assessment</b><br>Let children explore techniques in running, jumping, and throwing. Improve upon their skill set gradually, focusing on technique and form.     | <b>Mirror Me, Shadow Me, Copy Me</b> Pair children and engage in mirror, shadow, and copy activities. One child leads a sequence of jumps, while the other mirrors, shadows, or copies the actions. Swap roles for each activity.                                     | <b>Jumping Stations</b> Divide children into ten groups and set up ten stations (five repeated). Each child takes turns as an athlete, coach, and recorder, rotating around the stations. See below for the descriptions of the five stations.<br><b>Station 1:</b> Standing Long Jump - Jump for distance, focusing on technique.<br><b>Station 2:</b> Run & Jump - Run and jump from a marked line, emphasizing speed and technique.<br><b>Station 3:</b> Five Bounding Strides - Take five long bounding strides, focusing on driving knees and arms. | <b>Balancing on a Line</b><br>Practice balance on a low beam, progressing from a bench width to a narrow beam. Perform walking and lunge walking exercises with specific movements and challenges.<br><b>Balance Trays</b><br>Maintain balance on a line while holding a tray/whiteboard filled with various items. Complete the assigned activities while moving across the line without dropping anything from the tray. | <b>Balance with Equipment: Level 1</b> Maintain balance on a line while manipulating different pieces of equipment. Complete activities with a beanbag on the head, bouncing a ball, balancing on a tennis ball, and more.<br><b>Balance Trays: Level 2</b> Maintain balance on a line while carrying a tray filled with various items. Traverse the distance without dropping anything, adding challenges like a beanbag on the head or bouncing a ball on a tennis racket. | <b>Assessment - Running, Jumping &amp; Throwing</b> Engage children in running, jumping, and throwing activities. Focus on techniques, speed, increasing distance, maintaining balance, and exploring different throwing methods.<br><b>Assessment Points</b> Evaluate pupils' competency in running, jumping, and throwing using a variety of techniques. Assess their understanding of how body movement affects performance and their confidence in physical activities. |
| <b>Skill</b>               | <b>Assessment Points</b><br>Assess students on variety in technique, understanding of performance alteration, increasing competence, and understanding of skill improvement. | <b>Jumping &amp; Landing</b><br>Focus on controlled jumping and landing techniques. Perform various jumps from 2 feet to 2 feet, hops forwards and backwards, jumps from 1 foot to the other, and sideways hops. Emphasise using arms and legs for power and control. | <b>Station 4:</b> Standing Triple Jump - Hop, step, and jump in sequence, aiming for equal distance in each phase.<br><b>Station 5:</b> Vertical Jump - Measure stretching height, then jump and mark wall for jump height.                                                                                                                                                                                                                                                                                                                              | <b>Balloon Racing</b> Set up an oval racetrack with benches along the course. Children run while keeping a balloon in the air and throw a beanbag/ball into a team target. Progress through different levels and encourage personal best scores.                                                                                                                                                                           | <b>Balloon Racing: The Next Level</b> Set up the balloon racing track and introduce levels 1 and 2. In level 3, incorporate upturned benches and require children to traverse a low, thin beam while keeping their balloon in the air. Aim for personal best.                                                                                                                                                                                                                | <b>Balloon Racing: Interference</b> Set up the balloon racing track. Progress through levels 1-3 and introduce Level 4, where the teacher provides gentle interference, and Level 5, allowing children to hit each other's balloons. Encourage personal best scores.                                                                                                                                                                                                        |
| <b>Activity with Skill</b> | <b>Jump Start</b><br>Arrange different jump stations, rotating groups of children through each. Challenge improvement in height, accuracy, and distance.                     | <b>Combination Jumping</b> Build a triple jump by combining a standing hop, stride, and jump. Encourage children to improve their distance in each part and then put them together fluently. Compete to see who achieves the furthest combination jump.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Review / Assess</b>     | <b>Snapshot Assessment Sheet</b><br>Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning.            | <b>2 Stars, 1 Wish</b><br>Promote self or peer evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement                                                                                              | <b>2 Stars, 1 Wish</b><br>Promote self or peer evaluation depending on what you want the children to work on. Children to think of 2 positive things and one improvement                                                                                                                                                                                                                                                                                                                                                                                 | <b>Peer Observation Cards</b><br>Child observes another child to provide feedback, support, and advice. Inspire children to interact with someone different than usual go-to.                                                                                                                                                                                                                                              | <b>Peer Observation Cards</b><br>Child observes another child to provide feedback, support, and advice. Inspire children to interact with someone different than usual go-to.                                                                                                                                                                                                                                                                                                | <b>Snapshot Assessment Sheet</b><br>Use the assessment snapshot form to complete a baseline of where you think your children are at this point in their learning.                                                                                                                                                                                                                                                                                                           |