

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year B – Inclusive Sport

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master 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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- Know how to work effectively with others and as part of a team.
- Show enthusiasm, determination, and resilience.
- Have the physical skills to be able to show good use of coordination.
- Social skills knowing how to communicate and form friendships with others.
- Have good self-esteem and take part in a range of PE games and activities.
- Work as a pair and in small groups.
- Know how to use a variety of equipment, resources, observe and copy what others have done.
To be able to talk about what they are doing using appropriate vocabulary, listen and follow simple instructions and rules.

Long-term Learning (what pupils MUST know and remember) End Goals

Tabletop Cricket

- To understand the basic rules, positions and adaptations of tabletop cricket
- To know how to effectively use communication throughout the game using verbal and non-verbal demonstrations, signs/signals/gestures, positioning, eye contact, body language and listening
- To know the basic cricket terms that can be used while playing matches.

Key Vocabulary

Action, highest score, crease mark, wide ball mark, fielder, batter, bowler, verbal, nonverbal, pitch, signs/signals/gestures, eye contact, body language, listening, scorer, umpire, table buddy.

Session 1 – To understand the basic rules of the game of table cricket. To be able to set up a table and play table top cricket, enforcing the rules. To understand the roles and responsibilities of being a table cricket scorer and umpire. Understand the roles and responsibilities of being a table cricket buddy.

- To be able to explain why table top cricket is aimed at people with impairments, including co-ordination and perceptual difficulties and to understand the basic rules of tabletop cricket.
- To know how to be a tabletop scorer, umpire, and table buddy.
- To know that to start the game the umpire must toss a coin to determine who will bat or field first.
- To know how to set up the game and practise enforcing the rules.

Healthy Participation – To discuss what makes a balance diet. Ask pupils If they have had they're five a day and discuss what you should eat as part of your five a day. It should be made up of lots of fruit and vegetables.

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Session 2 – To be able to effectively use both verbal and non- verbal communication within a game.

- To know how to communicate effectively and discuss the types of communication that can be used.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- To know that verbal is the volume, projection, pitch and tone, questioning, pronunciation, questioning, clarity.
- To know that non-verbal is demonstrations, signs/signals/gestures, positioning, eye contact, body language and listening.
- To know how to effectively use communication throughout the game.

To Healthy Participation – Discuss that our bodies are mainly made up of water and over half of our body is made from water which means we need to keep hydrated. Ask pupils how much water they have drunk today and encourage them to drink regularly throughout the PE lesson, especially if they have been running around and playing all day.

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Session 3 – To be able to develop the use of table cricket signals within an activity.

- To know how to be confident when using table cricket signals and show motivation within a game.
- To know how to bat and score the game.
- To know that each batter stays in for a full over and to know how to get the batter out of the game.
- To know that the batter is out if the ball is struck and goes over the side of the table.

Healthy Participation – To discuss with pupils what they think makes up a balanced diet. Discuss different food groups and ask if pupils have eaten something from each food group today. Carbohydrates, protein, dairy, fruit and vegetables, fats, and sugars.

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Session 4 – To be able to successful bowl during a game of tabletop cricket. To understand the action required to make the perfect bowl. To be able to work as part of a team and communicate effectively with others.

- To know the bowler can only bowl twice on a six ball over.
- To know that any ball that becomes stationary before the batter can strike it is a no ball call.
- To know that the bowling action can be a nudge or a push.
- To know that the bowling takes place from one end of the table only, for all the games.

Healthy Participation – Discuss with pupils what we can do to live a healthy active lifestyle. Ask the pupils what activities they get up to outside of school if they are apart of any clubs in or out of school. Discuss the things you could do in school to stay active walking to school, football or hula hooping at lunchtime.

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Session 5 – To be able to know the roles and responsibilities of the fielder. To be able to understand the basic rules of tabletop cricket.

- To know that the fielders take up their positions around the table according to the selected rankings order of the batting side.
- To know that there are two permanent fielders either side of the bowler shall not be moved.
- To know how to encourage and support their bowler.
- To know how to observe how the bowler is directing the ball.

Healthy Participation – Discuss the benefits of sleep with pupils and talk about how many hours they think they have had last night. The NHS recommend 5-year-olds should get around 11 hours sleep and 9-year-olds 10 hours sleep. Sleeping helps the body to recover and will energise you for the day ahead.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Session 6 – **To know how to set up, play and understand the rules of tabletop cricket. To be able to score and umpire matches effectively in small groups.**

- To know that the batting action must be timed and directed as a push and not an all-out uncontrolled ballistic hit.
- To know the basic cricket terms that can be used while playing matches.
- To know how the game is scored and that the team with the highest score wins.
- To know that the game must be played in teams of 6s.

Healthy Participation – Discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can reduce muscle soreness, lessen your risk of injury and resulting in a better performance within PE lessons.

Vocabulary – Action, push, ballistic hit, highest score, crease mark, wide ball mark, fielder, batter, bowler, uncontrolled, verbal, nonverbal, volume, projection, pitch, tone, questioning, pronunciation, questioning, clarity, demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening, rankings, co-ordination, scorer, umpire, table buddy.

Future learning this content supports:

This unit will support future learning in LKS2. Pupils will be able to transfer these skills into other units throughout the year. Pupils have learnt how to work well with others and as a team, use communication skills and teamwork.

Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).