

# Planning PE Lessons and Physical Activity Sessions

When planning a PE Lesson or Activity Session, children will benefit more if planning is based on skills. Identify what outcome you would like to achieve, identify the skills you would like children to develop and then base the activity on this.

## EYFS/KS1 Outcomes

Identify Outcome you would like to achieve

## Skills

Identify skills you will cover and focus on

## Activities

Plan a warm up, 2 or 3 activities based on the outcomes and skills

Differentiation

Progression

## Sub Skills

Once activities are planned identify any other skills that will be covered

## Additional EYFS/KS1 Outcomes

Identify any other EYFS/KS1 outcomes that will be covered

An example of planning:



## Rolling, Throwing and Catching

**RESOURCES** - Beanbags, small balls, cones, large balls

**MAIN SKILLS** - Rolling, Throwing, Catching

**SUB SKILLS** - Bending, Walking, Running, Listening

**EYFS OUTCOMES:**

- **Can catch a large ball. Ball games.**
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

### ACTIVITY 1 - WARM UP – THE SNOW IS FALLING (Basic Motor Skills)

Imagine the snow is falling; the children have to travel around **CATCHING** as much snow (air) with both hands and **ROLL** it to their pile before the snow melts and repeat action Then build a snow man.

### ACTIVITY 2 - THE KNIGHTS (Rolling/Throwing)

Each child (The knights) has a ball (different weight, sizes, and textures) and set out a large circle in the play area as the boundary. The children stand in a small circle in the large circle facing outwards. The Knights have to practice slowly **ROLLING** their ball (or **THROWING** their beanbags) and follow it to retrieve it before the ball reaches the boundary. Encourage the children to try to **ROLL** the ball (or **THROW** the beanbag) so it stops inside the boundary. Swap equipment with someone else to try a different ball or beanbag.

#### Differentiation

- **HARDER** - Make the play circle larger to make activity easier, or smaller to make it harder
- **HARDER** - Introduce red and green visual instructions (red to stop green to go)
- Place targets at a variety of distances to encourage challenges
- Start by practising rolling before gradually progressing to throwing
- Roll faster or slower
- Use balls for rolling, beanbags for throwing and use different size balls
- Small groups can be set up at different suitable targets

### ACTIVITY 3 – TARGET THROWING (Throwing)

Make row of targets on the wall. Make a line (a short distance from the target to start with) using a rope or cones where children need to stand. Children have to **THROW** the ball as hard as they can at the target. The child retrieves the ball and returns to the line. Repeat the target **THROW**.

#### Differentiation

- **HARDER** - Move children closer to the target to make it easier, and further away
- **EASIER** - Use crumpled-up paper balls, or bean bags with masking tape and throw into open space
- **HARDER** - Increase distance from target or decrease size of target

### ACTIVITY 4 - CATCHING BALLS (Catching/Throwing)

To maximise participation, keep the groups to 4 or fewer per adult. Children stand in a line facing the coach/teacher, who then calls out the child's name that they are going to **THROW** to first. Instruct the child to hold their hands out in front with palms facing upwards and gently tell them to watch the ball and try to **CATCH** it. Children who aren't involved can be asked to clap as the ball is **THROWN**.

#### Differentiation

- **EASIER** - Use balloons to make it easier
- **EASIER** - Use larger ball, **HARDER** - or smaller, heavier balls
- **EASIER** - Stand closer, **HARDER** – Stand further apart
- Place a picture on the ball/object being thrown and ask the child questions so that have to look at it (this will encourage them to keep their eye on the ball/object)



## Elements of Physical Education

### Gymnastics

- Fundamental Movement Skills – Mainly jumping, balancing and travelling
- Shapes with their bodies
- Use of large equipment
- Working in pairs
- Combining movements

### Movement to Music and Dance

- Listening
- Large and small movements
- Fast and slow movements
- Combining movements
- Body awareness
- 5 Dance Basics
- Use of variety of types of music such as children's songs, classical, pop, etc.

### Active Stories

- Large movements
- Imagination

### Competitive and Cooperative Games

Team games, which can be competitive or cooperative (or a combination of both)

Group games, which will be cooperative

### Hand-Eye and Foot-Eye Coordination

Ball skills – Throwing, Catching, Kicking, Striking, etc.

Target games - Aiming, Estimating, Predicting

### Handy Back-up resources

- Animal cards
- CD player with music
- Flash cards
- Bubbles
- Stories (improvise)
- Skills Cards
- Fundamental Movement Skills

### Develop

- Agility
- Balance
- Coordination
- Spatial Awareness



### Cross-body and Bilateral Movements

Bilateral coordination is when we use both sides of our bodies independently from each other in the following ways:

- For the same action such as throwing a ball
- For different actions such as throwing a ball in the air and striking it with a racket
- For alternating the use of each side of the body, such as skipping, running, crawling, marching

Cross-body movements are when you use one side of the body in the other side's space, relying on good bilateral coordination.

Efficient bilateral and cross-body coordination allows a child to use both hands and feet together for smooth movements and also supports the development of fine motor skills, reading and writing.

