



Linking The Curriculum to PE

Supporting Autumn One's Topical Talk

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Key Stage One - Example One

National Curriculum Link:

Master basic movements including; balance, agility and co-ordination.

Storytime:

The story 'We're Going on a Bear Hunt' is used as the stimulus for this session.

The hall is laid out in an assault course style with a variety of equipment representing the different obstacles in the book.

The children are to work through the course, show balance, agility and co-ordination in different ways on each station.

- Long wavy grass - skip around cones
- Deep cold river - gymnastics agility table to jump off two-footed
- Thick oozy mud - spot markers to use one-footed
- Big dark forest - benches to walk across
- Swirling whirling snowstorm - hoops to hula-hoop around different body parts
- Narrow gloomy cave - tunnel or parachute to crawl through

Key Stage One - Example Two

National Curriculum Link:

Participate in team games, developing simple tactics for attacking and defending.

5 Passes Game:

The children are in small teams of 3 or 4, working against another team.

There is one ball/beanbag per game.

The aim of the game is to achieve 5 successful consecutive passes without dropping it or the other team intercepting it.

If the ball is dropped or intercepted then the number goes back down to 0.

The number of passes can be increased or decreased as needed for differentiation of ability.

You can progress this on by adding a condition in that stops players passing it to the same person twice in a row.

Key Stage One - Example Three

National Curriculum Link:

Perform dances using simple movement patterns.

Eclectic Mix:

Play different genres of music for the children to respond to with different movements.

Take 2 or 3 of the movements and create a mini-routine for the children to copy.

For example, if playing a rock song, the children may jump up and down, play an air guitar and shake their heads.

Point out these movements from the children and ask the whole class to put the movements together.

Some examples of genres of music that create different movements are:

- Rock
- Ballads
- Classical
- Country/folk
- Hip hop/rap (make sure it is a clean version)
- Dance
- Songs with known dance moves, e.g. cupid shuffle or whip nae nae.

Key Stage Two - Example One

National Curriculum Link:

Take part in outdoor and adventurous activity challenges both individually and within a team.

Cross the River

The children must work in teams to get from one side of the hall to the other without landing in the 'river'.

This can be done with either mats, hoops or flat markers.

The children must stay on the mats/ flat markers or in the hoops at all times.

If someone falls out then the whole team must go back to the start to try again.

This can be made competitive by pitting two teams against each other to see who can reach the other side quickest.

You can progress this on by adding in a rule that states if a team member falls out they are out of the game/race and each member lost on route across the river adds 5 seconds on to your time in the race.

Key Stage Two - Example Two

National Curriculum Link:

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Activities Circuit

Lay out a variety of activities on the playground. Children given an allotted time to complete each activity and record their score on a sheet. This sheet will be used every week of the half-term in order to see progression and improved scores.

Name:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Netball Shooting						
Shuttle Runs						
Football Shooting						
Hockey Dribbling						
Javelin Throw						
Long Jump						
Beanbag Hoop Throw						

Key Stage Two - Example Three

National Curriculum Link:

Perform dances using a range of movement patterns.

Over To You:

Choose a piece of music you know will interest the children and also has some interesting features, such as changes of pace, rhythm or instrumental breaks. The children can even help you decide.

Play the music, discuss the different features of the piece and how this might translate into movements. Or example, a single, regular beat intro could translate into one body part moving at a time. All children to copy these movements.

Split the children into groups of 5 or 6 to work together to create a routine for a specific part of the song. Encourage the children to take inspiration from the movements discussed as a class and include or adapt them for their routines.

Each group performs their piece to the rest of the class at the session.

The same song can be worked on for more than one session. If this is the case then the aim could be to create a routine for the whole duration by the end of the block.

For added creativity and assessment, the children could record their routines on iPads to analyse and improve their work.