

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A – 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**

#### **Visually Impaired Football**

- To be able to understand the adaptations for someone who can't see in a game of football
- To know how to control the ball and feel comfortable receiving the ball with the help of another child
- To know how to listen to the sound of the ball and to be able to locate it.
- To know how to work together with others, communicate and use teamwork; using compass points to assist on another
- To know how to navigate around the space, travel, move to sharp stops and shoot.

#### **Key Vocabulary**

Verbal ques, aware, equipment, sound, sight, clapping, bling, partially blind, adaptations, space, guidance, receiving, passing, shooting.

**Session 1 – To become aware of different para sports and their adaptations. To understand the difficulties the partially blind and blind people face within sport. To be able to explain the game using verbal and tactile cues as necessary.**

- To know that being blind is to have severe sight loss or be recognised as having no vision.
- To know that being partially blind is people who have partial sight.
- To be able to understand the adaptations that would have to be made for someone who can't see (unable to see the demonstrations etc).
- To know how to move around the space and feel comfortable using an eye mask.
- To know some verbal ques "I am here" or clapping hands to provide a special guidance.
- To understand the type of equipment used to help those within sport.
- To know how to control the ball and feel comfortable receiving the ball.
- To know how to listen to the sound of the ball and to be able to locate it.

Healthy Participation – Discuss the benefits of a healthy active lifestyle. It can improve cardiovascular fitness, improve posture, better sleep pattern, improve concentration and build stronger bones and muscles.

Vocabulary – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

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**Session 2 – To be able to identify what is most difficult about blind football. To know the skills and abilities required to be able to become a good blind football player. Pupils will be able to describe what leadership and teamwork means.**

- To know how to use sound to listen to be able to find the ball.
- To know how to control the ball by getting feet into a V shape “penguin feet” or 10 to 2 positions on the clock.
- To know how to work together with others, communicate and use teamwork.
- To know how to navigate around the space, bounce and receive a ball with a blind fold on with the help of a friend.
- To be able to receive the ball from the left and the right with the help of another pupil.

Healthy Participation – Discuss the benefits of having regular water breaks during PE lessons. Explain how PE will help to maintain concentration and performance, increase endurance, and prevent excessive heart rate.

Vocabulary – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

**Session 3 – To give pupils the opportunity to work with others and in teams. Pupils will understand that communication is key within this unit.**

- To know how to help other peers if a certain pupil lacks confidence.
- To know how to travel with the ball while walking transferring the ball from one foot to the other.
- To know that the best contact point is the main joint of the big toe when travelling.
- To know how to travel in a straight line, S- Shape runs and move to sharp stops.
- To understand the use of different commands.

Healthy Participation – To discuss the benefits for a blind person taking part in sport and how it can help them with their fine motor skills and can improve their activities in their daily lives. Discuss that everyone should have equal opportunities no matter of there situation.

Vocabulary – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

**Session 4 – To be able to communicate effectively with others when passing and receiving the ball. To be able to work with others as a team. To able to successfully perform passing the ball to specific targets.**

- To explore different ways the pupils can pass the ball.
- To know how to pass a static ball.
- To know how to move in different directions before they make the pass.
- To know how to pass the ball on the move.

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 – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

**Session 5 – To be able to start to introduce the game of 5 a side football. To know how to keep each other safe in game situations.**

- To know how to use compass points to help get pupils used to manipulating the ball.
- To know how to drag the ball back to manipulate the ball or to turn.
- To know how to position the ball in relation the pupil’s body.
- To know how to place the non- kicking foot in relation to the ball.

Healthy Participation – Discuss the importance of cooling down that it allows for a gradual recovery, helps to regulate blood flow, preventing injuries such as muscle tears etc.

Vocabulary – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

**Session 6 – To be able to play small sided 5 a side games with the help of other pupils. To be able to explain the rules of the game. To be able to understand the importance of using communication and teamwork in the sport.**

- To know how to travel, pass perform a turn with the ball.

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- To know how to pass and shoot towards the target in small sided games.
- To know how to perform different movements.
- To know how to use the weaker foot.
- To know how to pass to a moving target.

Healthy Participation –Discuss the benefits of a visually impaired / blind person taking part in sport and why it is good for them. Helps to improve general health, social inclusion, balance, motor skills acquisition, communication, and teamwork.

Vocabulary – Co-ordination, balance, ques, verbal communication, sound, sight, guidance, control.

#### **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).