

Primrose Games Lessons for Physical Education in the Primary School.

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The **Primrose Physical Education Syllabus** includes a series of curriculum units covering games activities considered to be suitable for use in the Primary School; each unit is based on a topic which is explained during six lessons. This document has proved to be so popular in schools throughout the country that the following series of illustrative lessons has been written in response to the many requests for more details of what might be taught during each Games lesson.

Topics

As the original Primrose PE Syllabus was created by teachers for teachers, the topics chosen are believed to be suitable for the age range stated. However, teachers will always need to assess whether their pupils are ready for any particular challenge. The topics were chosen in the belief that a games programme needs to be seen to progress through acquisitions of basic physical skills, knowledge and understanding of the principles of the game, towards an eventual outcome of participation in some major games.

Progression

Progression from year to year and from lesson to lesson is the goal and it will be evident that some topics and skills need to be understood and acquired before moving on to the next stage. However, you will find that there is room for differentiation in every lesson and all your pupils can and should be catered for.

Curriculum Units

Six, six-lesson, Curriculum Unit Plans are provided to cover your work from Year 1 to Year 6. Based on a selection of Curriculum Units from the Primrose Physical Education Syllabus, these units meet the needs and standards of the National Curriculum. Each unit, whether KS1 or KS2 based, indicates the Programme of Study covered as you progress through the lessons for your specific unit. The Curriculum Unit Plan summarises your six lesson unit of work and provides an 'at a glance' review of your progression and requirements at each stage.

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Lessons

The thirty-six lessons (six for each unit of work) are intended as illustrative basic short term plans which will be elaborated on and turned into a personal presentation by every teacher, matching the work to the needs of the pupil, school and the day.

The lessons feature introductory activities, teacher guided tasks and the possible teaching method plus proposals for amounts of equipment required for each section of the lesson and the the organisation of the multi-skills Games Grid, which brings most lessons to their culmination.

'Warm up' and 'Cool down' activities have been included as part of the material lesson development and some simple exercise physiology is referred to to remind teachers that their pupils do need to understand the effects of exercise on their bodies.

Each lesson whether KS1 or KS2 based gives you an 'at a glance' check list of the Programme of Study you are intending to cover in this lesson. When you move on to use the blank planners provided for your own development, you will find these easy to use layouts will help you maintain a progressive, balanced and thorough development of Games in each year of school.

Teaching Games

For your assistance, we have included a list of recommended games equipment. An ample supply of a variety of equipment is essential to enable all pupils to have easy access in lessons. Careful storage and monitoring of such equipment is essential and the counting-out and counting-in at the beginning and end of every lesson should occur as a matter of course. Clear colour-marking of baskets, etc., is desirable and the wearing of coloured braids can assist you in your identification of teams and zones. A well-organised games lesson is usually a great success.

It remains to be seen how much you will need to modify these lessons for your pupils. but at least there are six lessons planned for each age group in the primary school - the rest is up to you!

GAMES IN THE PRIMARY SCHOOL: LIST OF BASIC EQUIPMENT.

ORGANISATIONAL.

6 Sets of braid (red, blue, yellow, green, purple, white) to be cut into quantities to slip over shoulders of at least 8 pupils per team)
4 sets of coloured bibs (10 bibs per colour)
26 cones
36 skittles
24 canes - 4'
24 canes - 6'
2 stopwatches
4 pumps with adaptors
6 whistles
2 measuring tapes
8 blocks playground chalk
6 carrying nets for 6 balls, etc.

STORAGE BASKETS AND CONTENTS.

6 colour-coded baskets each containing:
6 tennis balls
6 quoits
6 skipping ropes
6 x 9cm foam balls
6 bean bags
6 shuttle cocks
6 play bats
6 x 5cm foam balls

STORAGE BASKETS FOR HALF/WHOLE CLASS ACTIVITIES.

36 9cm foam balls
18 plastic tennis bats
18 Unihoc sticks
18 junior hockey sticks
18 table tennis bats
18 plastic cricket bats
18 rounders bats

GROUP ACTIVITY EQUIPMENT.

36 foam balls - 20cm
6 rugby-shape foam balls
36 plastic badminton bats
36 shuttle cocks

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Physical Education Programme of Study for Key Stage 1

Summary

- During key stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Physical Education Programme of Study for Key Stage 2

Summary

- During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Assessing attainment

- The levels of the Attainment Target for Physical Education relevant to the majority of pupils at key stages 1 and 2 are provided on the next page. These target levels provide the basis for making judgements about pupils progress and performance throughout and at the end of each key stage. In making a determination of what level of attainment has been achieved teachers should judge which description best fits performance, with consideration given to the descriptions for adjacent attainment levels.

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National Curriculum Attainment Target for Physical Education

LEVEL 1	Key Stages 1 Lesson	<p>Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.</p>
LEVEL 2		<p>Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.</p>
LEVEL 3	Key Stages 2 Lesson	<p>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.</p>
LEVEL 4		<p>Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.</p>
LEVEL 5		<p>Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</p>
LEVEL 6		<p>Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.</p>

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Blank Curriculum Unit and Lesson Planners

Your Physical Education Programme

Use the blank curriculum unit planners and blank lesson planners provided in the next section to build on the ideas and developments introduced in this series of lessons.

Every class, every teacher and every school has their own specific range of needs and abilities. You can only truly implement the aims of the National Curriculum once your programme is tailored to your requirements.

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Activity: GAMES

Title of Unit:

Nº of Lessons : 6 Class:

Year

Key Stage: 1

Programme of study KS1 - Knowledge, skills & understanding:, pupils should be taught to

1a explore basic skills, actions and ideas with increasing understanding
 1b remember and repeat simple skills and actions with increasing control and coordination.
 2a explore how to choose and apply skills and actions in sequence and in combination
 2b vary the way they perform skills by using simple tactics and movement phrases
 2c apply rules and conventions for different activities.
 3a describe what they have done
 3b observe, describe and copy what others have done
 3c use what they have learnt to improve the quality and control of their work.
 4a how important it is to be active
 4b to recognise and describe how their bodies feel during different activities.

Programme of study KS1 - Breadth of Study - Games activities:
 pupils should be taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion-type games
- play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

LESSON	TOPIC	BASIC ACTIONS	MOVEMENT FEATURES				RELATIONSHIPS	
			Body	Space	Weight	Time	Personal	Equipment
1								
2								
3								
4								
5								
6								

Games. Year : KS 1

Activity: **GAMES**

Nº Pupils:

Class:

Title of Unit:

Date:

Year _____

Lesson Topic:

Time:

Lesson: _____

<p>Programme of study KS1 -</p> <ol style="list-style-type: none"> 1. Acquiring and developing skills 2. Selecting and applying skills, tactics and compositional ideas 3. Evaluating and improving performance 4. Knowledge and understanding of fitness and health 	<p>Knowledge, skills & understanding:, pupils should be taught to</p> <ol style="list-style-type: none"> 1a explore basic skills, actions and ideas with increasing understanding 1b remember and repeat simple skills and actions with increasing control and coordination. 2a explore how to choose and apply skills and actions in sequence and in combination 2b vary the way they perform skills by using simple tactics and movement phrases 2c apply rules and conventions for different activities. 3a describe what they have done 3b observe, describe and copy what others have done 3c use what they have learnt to improve the quality and control of their work. 4a how important it is to be active 4b to recognise and describe how their bodies feel during different activities. 	<p>Programme of study KS1 - Breadth of study -</p> <p>Games activities: pupils should be taught to:</p> <ul style="list-style-type: none"> ● travel with, send and receive a ball and other equipment in different ways ● develop these skills for simple net, striking/fielding and invasion-type games ● play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.
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	Action Tasks	Teaching Method	Organisation
Warm Up:			
Introduction To Actions Within Topics			
Development ... Teacher Guided Activities Within Topic			
Pupil Applies Skills And Knowledge In Culminative Situation			
Cool Down			

Activity: **GAMES**

Nº Pupils: **36**

Class: _____

Title of Unit: _____

Date: _____

Year _____

Lesson Topic: _____

Time: **35 mins**

Lesson: _____

<p>Programme of study KS2 -</p> <p>1. Acquiring and developing skills</p> <p>2. Selecting and applying skills, tactics and compositional ideas</p> <p>3. Evaluating and improving performance</p> <p>4. Knowledge and understanding of fitness and health</p>	<p>Knowledge, skills & understanding, :pupils should be taught to</p> <p>1a consolidate their existing skills and gain new ones</p> <p>1b perform actions and skills with more consistent control and quality.</p> <p>2a plan, use & adapt strategies, tactics & compositional ideas for individual, pair, small-group & small-team activities</p> <p>2b develop & use knowledge of the principles behind the strategies, tactics & ideas to improve their effectiveness</p> <p>2c apply rules and conventions for different activities.</p> <p>3a identify what makes a performance effective</p> <p>3b suggest improvements based on this information.</p> <p>4a how exercise affects the body in the short term</p> <p>4b to warm up and prepare appropriately for different activities</p> <p>4c why physical activity is good for their health and well-being</p> <p>4d why wearing appropriate clothing and being hygienic is good for their health and safety.</p>	<p>KS2 - Breadth of study - Games activities, pupils should be taught to:</p> <ul style="list-style-type: none"> ● play and make up small-sided and modified competitive net, striking/fielding and invasion games ● use skills and tactics and apply basic principles suitable for attacking and defending ● work with others to organise and keep the games going.
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	Action Tasks	Teaching Method	Organisation
Warm Up:			
Introduction To Actions Within Topics			
Development ... Teacher Guided Activities Within Topic			
Pupil Applies Skills And Knowledge In Culminative Situation			
Cool Down			

Activity: GAMES

Title of Unit: LARGE BALL SKILLS.

Nº of Lessons 6 Class: Year 1

Key Stage: 1

- Programme of study KS1 - Knowledge, skills & understanding., pupils should be taught to
- 1a explore basic skills, actions and ideas with increasing understanding
 - 1b remember and repeat simple skills and actions with increasing control and coordination.
 - 2a explore how to choose and apply skills and actions in sequence and in combination
 - 2b vary the way they perform skills by using simple tactics and movement phrases
 - 2c apply rules and conventions for different activities.
 - 3a describe what they have done
 - 3b observe, describe and copy what others have done
 - 3c use what they have learnt to improve the quality and control of their work.
 - 4a how important it is to be active
 - 4b to recognise and describe how their bodies feel during different activities.

- Programme of study KS1 - Breadth of Study - Games activities: pupils should be taught to:
- travel with, send and receive a ball and other equipment in different ways
 - develop these skills for simple net, striking/fielding and invasion-type games
 - play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

LESSON	TOPIC	BASIC ACTIONS	MOVEMENT FEATURES				RELATIONSHIPS	
			Body	Space	Weight	Time	Personal	Equipment
1	Exploration with varied equipment.	Send, Receive. Roll, 2 hands. Bounce, 1 hand. Throw/kick, Take with.	Hands, feet. Down, up. Careful power. Quick, slow.	Solo	Balls Quoits Bean bags.			
2	Handling.	Send, Receive. 1 hand, 2 hands. Travel. Roll, Pick up.	Hands, feet. Careful power. Direct - straight. Quick, slow.	Solo	Balls Bean Bags Benches			
3	Rolling.	Send, Roll. Receive, Trap. Aim, Score.	Hands, feet. Controlled power. Direct, accuracy. Quick, slow.	Solo	Balls Skittles			
4	Throwing & Catching.	Throw, Catch. Roll. Aim.	Shoulders, hands, feet. Levels, directions. Controlled power. Quick, slow.	Solo	Balls Targets			
5	Bouncing.	Drop, Catch. Send down, Catch. Travel, Stop, Turn.	Eyes, hands, feet. Down, up. Controlled power. Quick, slow.	Solo	Balls			
6	Partner Work.	Running Throwing) Catching) Passing. Bouncing)	Eyes, hands, feet. Direct. Strength varies. Quick, slow.	Solo	Balls			

Games. Year 1 : KS 1

Activity: **GAMES** N° Pupils: **36** Class: **Year 1**
 Title of Unit: **LARGE BALL SKILLS.** Date: **Lesson 1**
 Lesson Topic: **Exploration With Varied Equipment** Time: **35 mins**

Programme of study KS1 - 1. Acquiring and developing skills 2. Selecting and applying skills, tactics and compositional ideas 3. Evaluating and improving performance 4. Knowledge and understanding of fitness and health	Knowledge, skills & understanding: pupils should be taught to 1a explore basic skills, actions and ideas with increasing understanding 1b remember and repeat simple skills and actions with increasing control and coordination. 2a explore how to choose and apply skills and actions in sequence and in combination 2b vary the way they perform skills by using simple tactics and movement phrases 2c apply rules and conventions for different activities. 3a describe what they have done 3b observe, describe and copy what others have done 3c use what they have learnt to improve the quality and control of their work. 4a how important it is to be active 4b to recognise and describe how their bodies feel during different activities.	Programme of study KS1 - Breadth of study - Games activities: pupils should be taught to: ● travel with, send and receive a ball and other equipment in different ways ● develop these skills for simple net, striking/fielding and invasion-type games ● play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.
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	Action Tasks	Teaching Method	Organisation						
Warm Up:	Free choice of equipment with team's basket.	Class is divided into 6 teams associated with colours of baskets. Pupils can play with a variety of equipment found within their basket.	6 baskets with varied equipment, e.g. balls, bean bags, bats, skip ropes.						
Introduction To Actions Within Topics	Collect a large ball. Drop ball and catch.	Teacher distributes from central store net. Get two hands together under the ball after the bounce up.	36 large foam balls. Freely spaced.						
Development ... Teacher Guided Activities Within Topic	Send up and catch. Send with one hand and catch with two. Roll ball, run to pick it up. Pat bouncing ball. Take ball with you using your feet.	Use two hands to send up and catch. Allow practising and encourage use of either hand to send. Bend knees and try picking up with either hand. Can they do this 'on the move'? Keep the ball close to the feet.	Face teacher. Face front where teacher is. Use all the space. - ditto - - ditto -						
Pupil Applies Skills And Knowledge In Culminative Situation	GAMES GRID. (NB the grid includes an 'Invent a Skill' section.) BALLS AWAY.	Teacher uses cards to indicate the skill that has to be performed in the six different areas in the grid. Remember to move the pupils round to all the sections.	Use all the space. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>BOUNCE CATCH</td> <td>TAKE WITH FEET</td> </tr> <tr> <td>INVENT A NEW SKILL</td> <td>THROW CATCH</td> </tr> <tr> <td>ROLL PICK UP</td> <td>PAT BOUNCE</td> </tr> </table>	BOUNCE CATCH	TAKE WITH FEET	INVENT A NEW SKILL	THROW CATCH	ROLL PICK UP	PAT BOUNCE
BOUNCE CATCH	TAKE WITH FEET								
INVENT A NEW SKILL	THROW CATCH								
ROLL PICK UP	PAT BOUNCE								
Cool Down	Running.	Teacher cues visually different directions.	Face teacher.						