

Physical wellbeing lesson overview and progression

Spring term 1 – We are Safe – Boundaries

‘Having healthy boundaries can be defined as guidelines that each of us creates for ourselves to better manage our actions and interactions with others.’

Lesson	EYFS	KS1	LKS2	UKS2
Lesson 1	<p>Body boundaries: Children to stand in a hoop (make hoops close together) – this is their boundary and they cannot leave it. Using large balls, can they throw the balls between each other without dropping it but staying in their boundary? Children get a point for every throw they manage to catch.</p>	<p>Body boundaries: Children to stand in a hoop (decide how close hoops are together) – this is their boundary and they cannot leave it. Using a range of balls, can they throw the balls between each other without dropping it but staying in their boundary? Children get a point for every throw they manage to catch.</p>	<p>Body boundaries: Children to stand in a hoop (decide how close hoops are together) – this is their boundary and they cannot leave it. Using a range of balls, can they throw the balls between each other without dropping it but staying in their boundary? Begin to play in tribes, how quickly can each tribe pass all of their balls to one another without leaving their hoops?</p>	<p>Body boundaries: Children to stand in a hoop (decide how close hoops are together) – this is their boundary and they cannot leave it. Using tennis balls, can they throw the balls between each other without dropping it but staying in their boundary? Begin to play in tribes, how quickly can each tribe pass all of their balls to one another without leaving their hoops? Change rules so that children get a point if they drop/don't catch the ball. The fewest points win.</p>
Lesson 2	<p>Body boundaries: Lay out a large circle of cones – half the class to stand outside of the cones and the other half in the centre. Players on the outside must try to throw a soft ball so that they catch the players in the middle (below the knees). Players in the middle must try and dodge the balls. If they get caught, they join the children on the outside boundary. Last person left wins!</p>	<p>Body boundaries: Lay out a large circle of cones – half the class to stand outside of the cones and the other half in the centre. Players on the outside must try to throw a soft ball so that they catch the players in the middle (below the knees). Players in the middle must try and dodge the balls. If they get caught, they join the children on the outside boundary. Last person left wins!</p>	<p>Body boundaries: Lay out a large circle of cones – half the class to stand outside of the cones and the other half in the centre. Players on the outside must try to throw a range of balls so that they catch the players in the middle (below the knees). Players in the middle must try and dodge the balls. If they get caught, they join the children on the outside boundary. Last person left wins! Challenge: Can children change the way that the ball is passed – kicking, rolling, left hand only etc.</p>	<p>Body boundaries: Lay out a large circle of cones – half the class to stand outside of the cones and the other half in the centre. Players on the outside must try to throw a range of balls so that they catch the players in the middle (below the knees). Players in the middle must try and dodge the balls. If they get caught, they join the children on the outside boundary. Last person left wins! Challenge: Can children change the way that the ball is passed – kicking, rolling, left hand only etc.</p>
Lesson 3	<p>Body boundaries: Real PE Foundations – personal cog – lesson 3. Focus on skill and skill application. Look at staying safe with other people within your boundary.</p>	<p>Body boundaries: Real PE year 2 – personal cog – lesson 1. Focus on the warm up and the skill. Look at staying safe with other people within your boundary.</p>	<p>Body boundaries: Real PE year 3 – social cog – lesson 2. Focus on the skill and the game. Look at staying safe with other people in the same boundary.</p>	<p>Body boundaries: Real PE year 5/6 – social cog – lesson 4. Focus on the skill and the game. Look at staying safe with other people within the same boundary.</p>

Lesson 4	<p>Emotional/Mental boundaries: Mark out four zones at the edge of a room/playground– use colours (red, green, blue, yellow). Choose one person to be the leader. All other children walk/run/skip around the centre zone. The leader shouts out a colour and the first child to get to that colour zone gets a point. Talk to children about how they feel when they do/don't win.</p>	<p>Emotional/Mental boundaries: Mark out four zones at the edge of a room/playground– use colours (red, green, blue, yellow). Choose one person to be the leader. All other children walk/run/skip around the centre zone. Challenge: children can use balls to dribble around the centre. The leader shouts out a colour and the first child to get to that colour zone gets a point. Talk to children about how they feel when they do/don't win.</p>	<p>Emotional/Mental boundaries: Mark out four zones at the edge of a room/playground– use points of a compass. Choose one person to be the leader. All other children try to dribble a ball around the centre zone using their hands. The leader shouts out a compass point and the first child to get to that zone gets a point. Change leader regularly. Talk to children about how they feel when they do/don't win.</p>	<p>Emotional/Mental boundaries: Mark out four zones at the edge of a room/playground– use points of a compass. Choose one person to be the leader. All other children try to dribble a ball around the centre zone using their hands. Challenge: the leader can also change the way that the children are moving with the ball, e.g. dribbling with feet/throwing ball up in the air. The leader shouts out a compass point and the first child to get to that zone gets a point. Change leader regularly. Talk to children about how they feel when they do/don't win.</p>
Lesson 5	<p>Emotional/Mental boundaries: Real PE Foundation – health and fitness cog – lesson 1. Focus on the skill of ball chasing. Talk to children about how they feel when they don't do as well as they wanted. What can they do to feel better when they don't do so well?</p>	<p>Emotional/Mental boundaries: Real PE year 2 – health and fitness cog – lesson 4. Focus on the skill application 'front curling game'. Talk to children about how they feel when they don't do as well as they wanted. What can they do to feel better when they don't do so well?</p>	<p>Emotional/Mental boundaries: Real PE year 4 – health and fitness cog – lesson 1. Focus on the PB competitive challenge 'balance transfer'. Talk to children about how they can control their emotions and feelings when they don't do as well as they wanted to. How can they ensure they are setting good emotional/mental boundaries for their team and themselves?</p>	<p>Emotional/Mental boundaries: Real PE year 5/6 – health and fitness cog – lesson 1. Focus on game 'beanbag raid'. Talk to children about how they can control their emotions and feelings when they don't do as well as they wanted to. How can they ensure they are setting good emotional/mental boundaries for their team?</p>
Lesson 6	<p>Emotional/Mental boundaries: Talk about different emotions that we can have – can you make a list as a class? Sort the emotions from the best to the worst. What can we do when we are feeling the worst emotions? Can children come up with an action/activity that describes 5 of their emotions? Teacher to call out emotion and children to perform action. Do some breathing activities with children – look at hand breathing/deep belly breathing.</p>	<p>Emotional/Mental boundaries: Talk about different emotions that we have – can we make a list as a class? In pairs, children to sort the emotions from the best to worst. What can we do when we are feeling the worst emotions? It is important to have boundaries and understand other people's emotions as well as our own. Children to come up with an action/activity that describes 5 of their emotions. Teacher to call out emotion and children perform action. Do some breathing activities with children – look at hand breathing/deep belly breathing.</p>	<p>Emotional/Mental boundaries: What emotions do we have? Children to come up with a list of different emotions and then sort emotions from best to worst. Is everyone going to feel the same emotions? Talk to children about how it is important to understand other people's emotions as well as our own. Not everyone feels the same way all of the time. Play 'the sad waspital'. Two taggers (wasps) in an area, rest of the class run around. When 'stung', players can put a 'plaster' (their hand) over the area that is stung. When they get stung again, they must go into the waspital. In waspital, they need to say an emotion and how they would deal with it, e.g. sadness, watch a comedy film, anxiety, try some breathing. They can then go out of waspital and carry on the game.</p>	<p>Emotional/Mental boundaries: What emotions do we have? Children to come up with a list of different emotions and then sort emotions from best to worst. Is everyone going to feel the same emotions? Talk to children about how it is important to understand other people's emotions as well as our own. Not everyone feels the same way all of the time. Play 'the sad waspital'. Two taggers (wasps) in an area, rest of the class run around. When 'stung', players can put a 'plaster' (their hand) over the area that is stung. When they get stung again, they must go into the waspital. In waspital, they need to say an emotion and how they would deal with it, e.g. sadness, watch a comedy film, anxiety, try some breathing. They can then go out of waspital and carry on the game.</p>