

## Physical wellbeing lesson overview and progression

### Summer term 1 – We are always Learning – Awareness

‘Awareness is the greatest agent for change.’

Lesson	EYFS	KS1	LKS2	UKS2
Lesson 1	<b>Self-awareness:</b> What are children good at? Make a class list of sports/physical things that children know they are good at. Ask what they want to be better at and add this to the list. Look through the list as a class and decide on something that they are all going to try and improve throughout this series of lessons.	<b>Self-awareness:</b> What are children good at? Make a class list of sports/physical things that children know they are good at. Ask what they want to be better at and add this to the list. Look through the list as a class and decide on something that they are all going to try and improve throughout this series of lessons.	<b>Self-awareness:</b> What are children good at? In wellbeing journals, write down sports/physical things that children know they are good at. Ask what they want to be better at and add this to the list. Look through the list as a class and decide on something that they are all going to try and improve throughout this series of lessons.	<b>Self-awareness:</b> What are children good at? In wellbeing journals, write down sports/physical things that children know they are good at. Ask what they want to be better at and add this to the list. Look through the list as a class and decide on something that they are all going to try and improve throughout this series of lessons.
Lesson 2	<b>Self-awareness:</b> RealPE – year 1 – social cog – lesson 5. Play the game ‘monkey mirror’ where children have to create a shape and their partner has to mirror it.	<b>Self-awareness:</b> RealPE – year 2 – social cog – lesson 5. Play the game ‘mirror image’ where children have to create a shape and their partner has to mirror it.	<b>Self-awareness:</b> RealPE – year 3 – social cog – lesson 5. Play the ‘follow the leader’ on the stepping stones to see how self-aware children are when having to follow someone else’s instructions.	<b>Self-awareness:</b> RealPE – year 5/6 – cognitive cog – lesson 2. Have a go at the skill of reaction/response to test their self-awareness and see how much they understand their own bodies.
Lesson 3	<b>Self-awareness:</b> RealPE – foundation – creative cog – lesson 2. Have a go at the skills (ball skills). Children to have a go at keeping in their own space.	<b>Self-awareness:</b> RealPE year 2 – creative cog – lesson 2. Have a go at the skill application. Discuss why it is important to be spatially aware in this game.	<b>Self-awareness:</b> RealPE year 4 – cognitive cog – lesson 6. Have a go at the PB challenge/skill application. Discuss why it is important to be spatially aware in this game.	<b>Self-awareness:</b> RealPE 5/6 – cognitive cog – lesson 4. Play the game of endball where children have to find space and be spatially aware.
Lesson 4	<b>Social-awareness:</b> Watch some videos of Paralympic runners – discuss how hard it must be for these sportspeople to take part in their sport. Have a go at three legged races and games that they can only play with one leg or one arm.	<b>Social-awareness:</b> Watch some videos of Paralympic runners – discuss how hard it must be for these sportspeople to take part in their sport. Have a go at three legged races and games that they can only play with one leg or one arm.	<b>Social-awareness:</b> Watch a range of videos of Paralympic sportspeople - discuss how hard it must be for these sportspeople to take part in their sport. Have a go at three legged races and games that they can only play with one leg or one arm.	<b>Social-awareness:</b> Watch a range of videos of Paralympic sportspeople - discuss how hard it must be for these sportspeople to take part in their sport. What challenges do they face? Have a go at three legged races and games that they can only play with one leg or one arm.
Lesson 5	<b>Social-awareness:</b> Choose a game that children enjoy, it does not have to be a sport, as long as it is physical. As a class, think about how they could adapt this game for someone who could only use one leg. Have a go at their adapted	<b>Social-awareness:</b> Choose a game that children enjoy, it does not have to be a sport, as long as it is physical. As a class, think about how they could adapt this game for someone who was physically disabled. Have a go at their adapted version, e.g. sitting on the floor, using a bigger ball, blindfolding a member of the team.	<b>Social-awareness:</b> Choose a game that children enjoy, e.g. rugby, football, netball, handball. As a class, think about how they could adapt this game for someone who was physically disabled. Have a go at their adapted version, e.g. sitting on the floor, using a	<b>Social-awareness:</b> Choose a game that children enjoy, e.g. rugby, football, netball, handball. In tribes, think about how they could adapt this game for someone who was physically disabled. Have a go at their adapted version, e.g. sitting on the floor, using a

	version, e.g. sitting on the floor, using a bigger ball, having a chair available.		bigger ball, blindfolding a member of the team.	bigger ball, blindfolding a member of the team.
Lesson 6	<b>Social-awareness:</b> As a class, create a game using a set amount of equipment, e.g. balls, cones, spots. Children need to create a game that someone who has only one arm or one leg would be able to play. Have a go at playing the game only using one arm or one leg.	<b>Social-awareness:</b> As a class, create a game using a set amount of equipment, e.g. balls, cones, spots. Children need to create a game that is inclusive for all and that anyone, whether they are physically disabled or whether they have trouble mentally processing things, will be able to access. Have a go at playing the game.	<b>Social-awareness:</b> As a class, create a game using a set amount of equipment, e.g. balls, cones, spots. Children need to create a game that is inclusive for all and that anyone, whether they are physically disabled or whether they have trouble mentally processing things, will be able to access. Have a go at playing the game. Write their game and the rules in their wellbeing journals.	<b>Social-awareness:</b> In tribes, create a game using a set amount of equipment, e.g. balls, cones, spots. Children need to create a game that is inclusive for all and that anyone, whether they are physically disabled or whether they have trouble mentally processing things, will be able to access. Have a go at playing the game. Write their game and the rules in their wellbeing journals.