Physical wellbeing lesson overview and progression

<u>Summer term 1 – We are always Learning – Awareness</u>

'Awareness is the greatest agent for change.'

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

	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	Social-awareness:	Social-awareness:	Social-awareness:	Social-awareness:
6	As a class, create a game using a set	As a class, create a game using a set amount of	As a class, create a game using a set	In tribes, create a game using a set amount
	amount of equipment, e.g. balls, cones,	equipment, e.g. balls, cones, spots. Children	amount of equipment, e.g. balls, cones,	of equipment, e.g. balls, cones, spots.
	spots. Children need to create a game that	need to create a game that is inclusive for all and	spots. Children need to create a game that	Children need to create a game that is
	someone who has only one arm or one leg	that anyone, whether they are physically	is inclusive for all and that anyone,	inclusive for all and that anyone, whether
	would be able to play.	disabled or whether they have trouble mentally	whether they are physically disabled or	they are physically disabled or whether
	Have a go at playing the game only using	processing things, will be able to access. Have a	whether they have trouble mentally	they have trouble mentally processing
	one arm or one leg.	go at playing the game.	processing things, will be able to access.	things, will be able to access. Have a go at
	Č		Have a go at playing the game.	playing the game.
			Write their game and the rules in their	Write their game and the rules in their
			wellbeing journals.	wellbeing journals.