

PE – SEAL Curriculum links -Years 5 and 6

New Beginnings

PE- Knowledge and understanding

Objectives: As for QCA PE Units Knowledge and understanding of fitness and health, adapted for the appropriate age group

During PE cool-downs, encourage discussions of the importance of calming down ready to start other work and, once the children are familiar with a range of cool-down activities, encourage them to devise their own 'calming-down' routines, relevant to the PE activity they are working on. Older children can develop this idea further by thinking about the theory behind calming our bodies down (what happens to the body and why). Ideas that relate to specific year groups, at the appropriate level, can be found in the Knowledge and understanding of fitness and health section of the QCA unit plans.

PE – Games

Objectives: As for QCA Games Unit Selecting and applying skills, tactics and compositional ideas

During Games lessons, encourage discussions about rules and how and why we need to work together as a team in order to create a safe and fair learning environment. Discussions might include what makes a game fair or unfair, which could be illustrated by trying to play a game without rules and discussing what happened, how effective and fun the game was and then deciding how it could be improved. The children can also think about how the players feel as winners and losers.

Children could devise their own games in small groups, including rules, which they might teach to each other or younger children. Discussions on tactics, as outlined in the Selecting and applying skills, tactics and compositional ideas parts of the Games units, also offer further opportunities for discussion. Children could also look at professional sports people and discuss the attributes of a 'good sports person', and their feelings in different scenarios.

PE - OAA

Objectives: As for QCA OAA Unit Selecting and applying skills, tactics and compositional ideas

OAA lessons are ideal for discussions and work on problem solving, working as a team and shaping a safe environment. Encourage discussions during activities, as outlined in the relevant QCA units on Selecting and applying skills, tactics and compositional ideas.

Getting on and falling out

SEAL objectives

- To understand how it feels to win and lose
- To develop empathy for others
- To understand the need for fairness and inclusion
- To manage feelings of elation, frustration, anger, etc.
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PE objectives As for QCA PE Unit 4 Invasion games:

- To choose, combine and perform skills more fluently and effectively in invasion games
- To understand, choose and apply a range of tactics and strategies for defence and attack
- To use these tactics and strategies more consistently in similar games
- To develop their ability to evaluate their own and others' work, and to suggest ways to improve it
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Suggested activities *Note: Each games lesson should obviously follow any other PE lesson format: warm up, skills focus, development work and cool down.*

Activity 1

Acquiring and developing skills

When teaching the children to use skills in ways that will help them to outwit the opposition, focus on how both teams feel, the winners and the losers. Encourage discussion on why the teams might feel this way and how this could be managed. Ask the children to devise their own strategies, for example remembering it is only a game, counting to 10 and walking away.

Discuss strategies they might have seen professional players use (good and bad strategies) and how effective they thought the strategies were.

Drama strategies such as hot seating and thought tracking could also be used using the small-sided games to find out what the players on both sides are feeling.

Encourage the children to take it in turns to act as coach/manager, giving their team a 'pep' talk at various stages in the game, or giving advice during the thought-tracking process. This could then be explored further in class with the children composing 'pep' talks for a winning and a losing team. Real examples could be used from professional sports, for example the football Premier League, with the children writing letters of advice to different teams or players. They could also become TV sports 'pundits' and give a commentary, either for a match during the PE lesson, or using a televised game.

Ask the children to write the ideal qualities for a sports person. They could look at professional examples again, or awards such as Sports Personality of the Year, either to identify the qualities or to write their own criteria for those wishing to apply in the future. The class could hold their own Sports Personality of the Year awards.

Note: This could be incorporated into the whole school as part of Sports Day.

Selecting and applying skills, tactics and compositional ideas

Encourage the children to think about why the game breaks down, or why a team fails to score. Ask them to take it in turns to be in role as manager and ask them to give advice to the team about how they could improve their performance.

Encourage the children to be proactive in their role, giving advice during the game. Help the children to do this by: asking them about different ways of attacking and encouraging them to use their ideas; asking them to choose positions for their team carefully; teaching them that there are different ways to attack and defend as a team; teaching them to choose the best formations and tactics for defending and attacking; encouraging them to transfer their knowledge to different invasion games and situations; listening to the way the children help each other mark or cover players. Listen to how they support each other in attack. Discuss their advice or actions with them.

Note: Video footage of their games could be used back in the classroom.

Evaluating and improving performance

Help the children to recognise when they and others are playing well. Teach them how to give feedback, for example to describe what they see, comment on techniques and tactics that went well, talk about something that needs improving. Listen to the ways in which they help each other improve. Talk to them about their observations, for example successfully completed passes, and ask why they have chosen one particular area that needs practising. Ask them to suggest ideas on how to improve as an individual and as a team.

Note: Video footage of their games could be used.

Activity 2

Talk to the children about how to get everyone involved in games and encourage them to focus on how to make games fairer. Discuss the feelings that might arise when a game is unfair and how to deal with them. Have class discussions on how to adapt games and make sure that everyone has a part to play. This could be done for games played in school and professional sports, or could be incorporated into a whole-school activity where the children could devise a new supportive Sports Day or more supportive playground games.

Further ideas for warm-ups, cool-downs and invasion games activities can be found as part of the TOPs Scheme (available through TOP Dance courses provided by the Youth Sport Trust and Sport England), which covers football, hockey, netball, rugby and basketball.

The QCA website offers a number of useful and relevant lesson ideas in the section 'Respect for all - valuing diversity and challenging racism through the curriculum'.

The website details how PE and sport can break down barriers between people and groups, allow people to develop an understanding of and respect for each other, provide opportunities for recognising, sharing and celebrating cultural identity and diversity, and provide a framework for discussing issues related to race, culture and religion through shared experience. The unit begins with research that discovered that over 90% of professional football club managers believe the myth that 'Asians can't play football'. A debate then follows, with a look at the evidence.

This study unit could be used in conjunction with the activity on prejudice. www.qca.org.uk Click on pages 3-14/inclusion, then Physical education and the lessons *Challenging stereotypes in football*.

Activity 3: OAA

Objectives: As for QCA OAA units - Selecting and applying skills, tactics and compositional ideas and Evaluating and improving performance

OAA lessons can also be very effective for stimulating discussions on getting on/working as a team and the consequences when children do not get on.

Encourage discussions (using thought-tracking during activities or role-play back in the classroom during the activities) that are outlined in the relevant units. Help the children to come up with strategies for getting on with people with whom they may not normally get on or work.

Encourage them to use these strategies in PE lessons.

Activity 4: *Dance and gymnastics*

Objectives: As for all QCA dance and gymnastics units - Selecting and applying skills, tactics and compositional ideas and Evaluating and improving performance

During work with a partner or group in dance and gymnastics lessons, discuss with the children the skills they need in order to work together effectively. Ask them to think about what happens when they don't cooperate effectively with their partner or group. Help them to think particularly about gymnastics or dance skills where it is vital that they do cooperate effectively with their partner or group, for example canon and unison, action and reaction, question and answer, copying, following and

leading and synchronising, matching and mirroring, partner balances and supporting or taking a partner's weight and contrasting actions.

Discuss what difference it makes to the standard of their final performance when children do/do not cooperate effectively with their partner or group.

QCA Dance Unit 4 suggests activities based on action and reaction, using slapstick sequences from silent movies as a stimulus, which present an ideal opportunity to explore the idea of getting on and falling out.

Going for goals

Point out that working as a team involves setting team goals.

Children can set their own goals: 'beat your own best' (skipping, jumping, speed of running, etc.)

SEAL Objectives

To understand how to:

- overcome obstacles to achieve goals;
- persevere;
- manage frustration.

PE objectives As for QCA PE Invasion games Unit 2

Linked speaking and listening focuses: Year 4 Term 2

Respond appropriately to the contributions of others in the light of alternative viewpoints

Prior work Children should have used throwing and catching skills in mini-games; used striking and hitting skills; followed rules in games; used simple attacking tactics; played some end-to-end games.

Suggested Resources

A variety of different size/shaped balls; hoops, cones or similar for goals; bibs/bands for players; small or unihoc sticks and pucks (optional).

Note: wheelchair users should also be able to do these activities.

Suggested activities

Part 1

Ask the children to warm up moving about the area, in and out of each other, changing speed and direction. Ask them why they need speed to

play games. Help them to use a few simple stretching exercises and then let each take a ball of their choice and use it on the move, keeping going, and making sure that the ball is under their control.

Part 2

Children work in pairs, throwing and catching a ball of their choice. Set them a target (e.g. 10 successful catches), then progress to a more difficult target (e.g. 10 successful catches with both players on the move for the throw and the catch). If the ball is dropped, players must start counting again towards their target.

- Why is this more difficult?
- Why is the ball occasionally dropped?

Talk about how to improve their technique, and also about how they feel if they are the one to drop the ball - perhaps more than once. Is it frustrating? How does your partner feel? Talk about how practice can improve how you do things, and how you need to persevere and not get downhearted, and not blame your partner! Establish rules for speaking (e.g. hands up; not interrupting others; wait to take their turn and listen to others' contributions). Let them practise their skills, slowly at first and then on the move. When they feel ready, tell them to set themselves a target this time. After a few minutes, ask how many reached their target. Discuss what they should do next - perhaps raise their target for a greater challenge?

Part 3

Play small-sided, throw-catch games of 3 vs 1 or 4 vs 1 (easier) in a marked area such as a grid, a coned square or section of a lined court. The aim of the game is for the attacking team (the larger team) to keep possession of the ball for as long as possible while keeping moving in their space. If the defender touches the player holding the ball, the ball must be passed. The defender tries to get the ball as many times as possible. All games start on the whistle and last for 1 minute.

Call teams up and discuss briefly: Were there any teams who managed to keep the ball the whole time? How frustrating was that for the defender? How could the game be made harder for the attack players and easier for the defender? (Either add another defender or decrease the number of attackers, or make the space smaller.) For strong players, make the sides even.

Play the games again and ask the players what was different this time. Are there times when the ball is being dropped when a receiver is not

under pressure? How can the team help that player? (by passing more sympathetically - shorter, accurate passes; by practising more; not by avoiding passing to the player!)

Develop the game by adding goals and playing 4 vs 2. Use the core task 1 which is in the unit of work. Use the adaptations and variations on the task to make the game easier or harder.

Encourage the players to practise their game first in their own time and sort out any problems regarding the rules. Then start all competitive games on the whistle, e.g. 10 minutes total playing time, with a stop after 5 (half-time for 3 minutes) during which they talk in their teams about how they are getting on.

Defenders: they are disadvantaged and their job is harder. Are they persevering? Have they got a strategy to try and defend the goal and reduce scoring?

Attackers: is everyone in the team being used or is someone frustrated because they are not being passed the ball? Is the game too easy? Could they set themselves a target (high score line) and challenge themselves? Play the second half and then call everyone up to talk about their games and how they coped playing their role in the competitive game.

Follow-up lessons

Using the same unit of work, develop core tasks 2 and 3 over the term.

Use the same strategies for exploring how they persevere, cope with frustration - especially when skills are hard to learn and apply, and how they can overcome obstacles and keep going to achieve their goals.

Balance competitive work with cooperative practices so that they learn to help one another and recognise others' strengths and weaknesses.

Good to be Me

PE

There are many sportspeople who illustrate the need to focus, practise, overcome obstacles, etc. For example David Beckham, Tanni Grey-Thompson, Paula Radcliffe, Steve Redgrave, Kelly Holmes. They are always aiming to do their best and improve their skills.

Remind children of the Olympic Games motto - 'The most important thing in the Olympic Games is not to win but to take part' (i.e. to do your best).

The focus for this period of work could also be on collaborative/team work - working together to achieve a goal.

Relationships

Explore with the children why we feel self-conscious or embarrassed in any kind of performance in PE, dance or drama. How can we manage these feelings? How can others help?

SEAL Objectives

- To explore relationships built on trust
- To develop a sense of belonging to a group, and personal identity
- To understand and manage feelings of embarrassment
- To explore comfortable and uncomfortable feelings
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PE objectives As for QCA Unit 30 Outdoor and adventurous activities (3)

Linked speaking and listening focuses:

- Y 5 T3 53 To understand and use the processes and language of decision making
- Y5 T3 56 To understand different ways to take the lead and support others in groups
- Y 6 T3 63. To consider examples of conflict and resolution, exploring the language used

Prior work It would be helpful if children have taken part in some form of problem-solving activity requiring both planning and action, and worked collaboratively in pairs and small groups.

Suggested Resources

cones, markers, blindfolds, ropes, mats and so on (dependent upon chosen activities).

Note: Wheelchair users should also be able to do a selection of these activities.

Activities

There may be more activities here than you can do in one lesson. They can be spread out, repeated or added to in subsequent lessons.

Part 1 Ask the children to take part in some simple cooperative group activities, for example joining hands in threes, and navigating their way along marked lines on a playground, changing speed and direction, without letting go of each other's hands. Talk with them: Did you manage to stay together or did the chain break? Did the same person lead the group all

the time, even when you changed direction? How could you do that activity again with a change of leader at different times, without letting go of hands?

Try the activity again.

Did you manage to change leader? Did everyone lead at some point? How did that feel - to be in charge? Did you manage to keep together? When you were leader, did you think about how you were helping the others to keep on the lines, and change speed and direction together? Try another activity, this time changing your group. Join with at least three others you do not usually work with. Using a long rope (at least 8 metres - one end can be tied or both ends held), swing the long rope slowly. First ask individuals, and then in their new groups, to find a way past the rope without being touched.

How did it feel to work with different people?

Did it feel good or were you not as happy? If not - why do you think you felt less happy? Help children discuss why they feel settled with those they know well and why changing whom they worked with might not have felt so comfortable. Do some people act differently, or do unexpected things that make you feel uncomfortable?

Part 2 - Work in pairs, with one person wearing a blindfold. The one who can see should lead their blindfolded partner safely over an area of ground which may have obstacles placed on it (e.g. on the playground, or an area of grassland or woodland, with natural obstacles or placed cones, ropes, etc). Change roles.

Help the children understand the conditions you set for the task - this is all about trust. How are they going to look after their partner?

After the task, talk to them about how they felt: What was it like not being able to see? How did you feel having to trust your partner to keep you safe and complete the task? What did it feel like leading your partner?

Part 3 - Group the children into teams of approximately six.

In their teams, using the equipment provided, they are to cross an imaginary stretch of water using 'stepping stones' while carrying 'precious' materials (resources could include planks of wood, crates, a jug of water). They have to complete the task of all team members getting across without getting their feet 'wet' and with all their materials safely across (e.g. no water spilled). This task can be repeated competitively with points lost for time penalties, loss of materials, wet feet. etc.

Encourage the teams to start by planning together their approach to the task. Who goes first and why? Will they need to wait for one another? How will they support each other as they are crossing the water? If they have one jug of water, how are they going to see that it gets there as a full measure - will it be passed around or kept by one person? Encourage them to look at the resources and plan their use. This type of adventure game challenges children to work together cooperatively.

Some may feel embarrassed because they have 'let others down' if they gain team penalty points. How do individuals and the rest of the team handle this situation? Use what you see and hear to help those who may react strongly to what is said or done; understand why behaviour can change for the worse when people are under pressure, and why it is so important for everyone in a group to feel that they belong and can contribute.

Follow-up lessons

Using the same unit of work, develop core tasks 2 and 3 over the term, introducing a variety of challenging adventure activities. Build on the content by introducing orienteering activities.

Use the same strategies for exploring how the children work together, changing those with whom they work in readiness for working with others in the secondary school. Challenge them to talk about how they can sometimes feel uncomfortable at the way others might behave but recognise that uncomfortable feelings do change and they must move on.