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| **Target Games Medium Term Plan KS1****NC POS:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect**Concepts:** Joy of movement, personal challenge, building resilience **Key vocabulary:** Send, receive, strategy, skill, resilience, throw, roll, bounce, kick, target, equipment, furthest, nearest, catch, turn, accuracy and control.**Prior learning:** Elements of the physical literacy UOW will appear within target games.  |
| **Core knowledge: Target Games** * Participants learn about and practise aim and accuracy as they send an object toward **targets** different distances away.

Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot. Examples of target games include golf, archery, bowling, curling and boccia.All games can be modified for differing abilities. **Movement Skills and Concepts*** Manipulation skills and effort awareness – applying a controlled force to send an object toward a target (e.g., being able to control how forcefully the arm swings when sending an object to knock down a small target in order to increase accuracy of hitting targets at different distances)
* Body awareness – self-awareness of how parts of the body are moving and of body actions when throwing an object toward a target (e.g., arm following through and pointing where the participant wants the ball to go)
* Applying appropriate skills to send an object to improve control and accuracy (e.g., keeping the target in view, following through toward the target)
* Making decisions about which throwing implement to use to be successful at knocking down the target (e.g., choosing a big object to send when trying to knock down a small target)
* Understanding one’s own strengths in applying skills and concepts (e.g., choosing an object that one is familiar with to be successful at knocking down the target), and understanding areas that need improvement
* Applying problem solving skills to decide how to send the ball to hit the desired target (e.g., adjusting body positioning and movements to hit targets of different sizes)
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| **Wider influences- Worth being familiar with**  Link to Olympics, Paralympics and Winter Olympics as the majority of target games are contested at these sporting events.Link to disability sports as some of these events can be differentiated for varying abilities, this will show the inclusive nature of sport. |
| **Enduring understanding**Year 1 End of unit- Children should be able to: - Aim and reach a variety of targets; into, onto, at- Demonstrate underarm throwing when aiming at targets- Use positional and descriptive language to support success in target gamesYear 2 End of unit- Children should be able to:- Aim and reach a variety of targets; into, onto, at with confidence and control- Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy.- Use positional and descriptive language to support success in target games- Demonstrate consistency and accuracy in bouncing, kicking, throwing.- To use simple strategies when playing target games. |
| **Local Links :** * **Local sports clubs**
* **Warrington Town FC**
* **Warrington Wolves**
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