

2021-2022 Term Plan

AIMS:

In the 2020-2021 year of school term plan, there were lots to be considered because of COVID complications with learning, as well as home learning for children. I wanted to focus more on interaction with children and working with others more as much as possible as they had missed out on being at school in a “normal” setting where they would be interacting with friends and peers. There had also been lots of children who have not been active, who had missed out on their physical education and general activity, due to lockdowns and other complicated situations. This academic year I will be focusing on retaining interest within sport, as well as ensuring children are taking part in more. By making goals and setting challenges for children who take part to keep their motivation within sport. I will also be continuing to help children who do not have that much involvement in activity, to increase their chances of wanting to take part in more, and possibly take part in after school clubs. The plan for this year is shown in the table below.

<u>Term</u>	<u>SEMH Focus</u>	<u>SEMH Assessment</u>	<u>Healthy Group Focus</u>	<u>Healthy Group Assessment</u>
Autumn 1	Developing Teamwork: <ul style="list-style-type: none"> • Social skills • Togetherness • Creating relationships/friendships 	Assessed on Teamwork ability. 1-4 key.	Developing Physical Endurance: <ul style="list-style-type: none"> • Staying motivated • Challenging yourself • Consistency with physical activity 	Endurance Challenge: How far can you run to in 5 minutes, staying active?
Autumn 2	Developing Perseverance: <ul style="list-style-type: none"> • Develop a stronger mind • Challenge your mind • Problem solving 	Assessed on how well they persevere. 1-4 key.	Developing Agility (running): <ul style="list-style-type: none"> • Changing direction • Increasing speed • Staying focused 	Agility Challenge: How many cones can you flip over in 1 minute?
Spring 1	Developing Self Esteem: <ul style="list-style-type: none"> • Building confidence in own ability • Showing others your ability • Trying new things 	Assessed on how self-esteem develops 1-4 key.	Developing Co-Ordination (Throw & Catch) <ul style="list-style-type: none"> • Ready position • Confidence • Throwing with accuracy 	Co-Ordination Challenge: How many times can you throw a tennis ball or a medium sized ball against the wall and catch it, within 1 minute.
Spring 2	Developing Pupil voice: <ul style="list-style-type: none"> • Building on confidence • Sharing own ideas • Taking leadership opportunities 	Assessed on how well they can have an impact with others. 1-4 Key.	Developing Co-Ordination (Jumping) <ul style="list-style-type: none"> • Creating rhythm keeping legs together • Develop jumping technique 	Co-Ordination challenge: How many times can you jump on the speed bounce mat within a minute?
Summer 1	Developing Resilience: <ul style="list-style-type: none"> • How to control emotions 	Assessed on how	Developing Balance	Balance Challenge:

	<ul style="list-style-type: none"> Positives in difficult situations Problem solving 	<p>well they are resilient and get on with tasks.</p> <p>1-4 key.</p>	<ul style="list-style-type: none"> Finding a centre of balance Staying focused 	<p>Can you balance on each leg for one minute? The time which you get is your score. 60 is the maximum score for each leg.</p>
Summer 2	<p>Developing Communication:</p> <ul style="list-style-type: none"> Remember how to work as a team What makes good communication? Problem solving 	<p>Assessed on how well they communicate with others in relation to task.</p> <p>1-4 key.</p>	<p>Developing Olympic Events Throwing, running and jumping.</p> <p>Throwing – Javelin Running – Hurdles Jumping – Long Jump</p>	<p>Olympic challenge:</p> <p>How far can you throw the javelin?</p> <p>How fast can you complete the hurdles?</p> <p>How far can you complete the long jump?</p>

SEMH Assessment explained

For each session that is completed within the SEMH groups for each year group, each child will be given a rating from a 1-4 key. 1 being Emerging, 2 being developing, 3 being expected and 4 being exceeding. From these scores, they can be assessed over 6 weeks in total, to compare their scores of whether they have improved, been consistent and had the same score, or haven't improved from these sessions. These scores for each term will be put into graph format so that its easier to read.

Healthy Assessment explained

Once again, each session that is completed within the healthy group similarly to the SEMH scoring, they will be given a rating on their own performance in the topic that they're taking part in, as well as being scored initially in their "challenge", and once again at the end to see if they have improved their scores, to see development. This again will be shown in graph format.