

Key Stage: 3 Year Group: 8 Ability level of group: Mixed ability	Title of Unit of work		Duration: Weeks/Lessons/Times 2 60 min sessions per week
Aims and objectives of unit of work: Beginning stages of Physical Literacy, exploring ways to look after their health and wellbeing			
Curriculum Links			
Within the PE curriculum		Pupils will be working towards level/ progression steps:	
AoLE online Welsh curriculum 2021			
Skills across the curriculum			
[Framework/development]	[Framework/development]	[Framework/development]	Learning across the curriculum
Creativity	Physical literacy	Cultural diversity	Meaningful engagement/taking responsibility
Importance of Inclusion/Differentiation			
Wheelchair	If there is a child in a wheelchair maybe modify some dances to only need arm movements		
Visual Impairment	Child with visual impairment could make sure has a spot in front to see better, and if needed have braille for any sort of game cards or lessons on paper		
Assessment Plan			
Formative- exit tickets	Each day, at the end of the lesson, give children a slip with a couple of short-answer questions on it before they can leave. Questions about how they felt today, the knowledge they learned, and overall reflection.		

Formative- Review	Activate prior knowledge, and question what they learned last week. Do this at the beginning of each lesson.
Summative	Big quiz and reflection, there will be an area for students to describe how exercise affects the body, and will give reasons why daily physical activity is good for them, and show some understanding of the importance of physical activity to health, fitness, and well-being

Unit Plan			
Week/ Lesson	Learning Outcomes	Learning Activities	Additional Information
1	How does movement in general affect the body and mind? Practical: Warming up and its effects	-Get input on enjoyable previous physical activity (if any) - Begin talking about the short-term positive effects the movement has on physical health - Do RAMP warmup make stations around gym - Heart rate up, loosen muscles, stations	
2	Leadership	Split class in half have half of the students come up with a little topic on health and wellbeing that they already do in their lives or are interested in then have them set up little stations to share with half the class then flip presenters and observers.	
3	Creative	Set up stations for the students to create dances - Spiritual, yoga, meditation, tai chi -Talk about cardio, coordination, spiritual aspects, stress management	
4	Outdoor exploration	-Hikes, outdoor wellness walk/jog -Talk about the mental and physical effects of being out in nature, stress management -	
5	Diverse culture	-Music, dances, and sports from other countries -Dip into different cultures	

6	Reflection of the course	-Figure out the movements students liked and will carry with them, and make sure they have all the necessary skills and tools to do so -End quiz over how exercise affects the body, and have them give reasons why daily physical activity is good for them, and show understanding of the importance of physical activity to health, fitness, and well-being	
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Curriculum for Wales - HWB (no date)

<https://hwb.gov.wales/curriculum-for-wales>.

Giguere, M. (2011) 'Dancing thoughts: an examination of children's cognition and creative process in dance,' *Research in Dance Education*, 12(1), pp. 5–28.

<https://doi.org/10.1080/14647893.2011.554975>.

EGGLESTON, B., 2015. The Benefits of Yoga for Children in Schools. *The International Journal of Health, Wellness and Society*, **5**(3), pp. 1-7.

[The Benefits of Yoga for Children in Schools - ProQuest](#)

STEVENS-SMITH, D., 2016. Physical Literacy: GETTING KIDS ACTIVE FOR LIFE. *Strategies*, **29**(5), pp. 3-9.

[Physical Literacy: GETTING KIDS ACTIVE FOR LIFE - ProQuest](#)