



Elm, Maple, Walnut Success with Silver

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>To celebrate the start of your unit, hold your own indoor Olympics. Offer the children a series of competitive games that they can play in teams or individually. You may wish to have the games already set up prior to the children arriving (you may want to do this in a bigger space such as the school hall, depending on the number of activities you have chosen). Or, if time allows, you could involve the children in making and setting up the games. Some fun indoor Olympic events might include:</p>	
			<p>Blow football – the children use straws to blow a small plastic ball into the opposing team’s net. Play continues until a certain number of goals have been scored or a time limit has been reached. Equestrian jumping – the children flick small plastic counters (sometimes known as ‘tiddlywinks’) over a series of numbered obstacles (fences, water jumps and walls) to reach the finish line. Each obstacle that they touch with their counter scores as a ‘fault’. The player with the least number of faults at the end of the game is the winner. Obstacles can be made out of cardboard, Plasticene, pipe cleaners and so on.</p>	
			<p>Sailing – if you have a water tray/area, the children can race boats from one end to the other, completing a set number of lengths to win. The boats could be pre-made or the children could build their own using available materials. This offers a good opportunity to explore forces by challenging the children to use different methods of propelling their sailing vessels (blowing on the sails, flapping a book to make wind, and so on).</p>	
			<p>Javelin – provide craft materials for children to make their own paper planes/javelins. Allow time for the children to practise and perfect their planes before taking positions on the ‘throwing line’. The children should keep both feet behind the line when throwing their paper planes. The plane that travels the furthest distance from the line is the winner.</p>	
			<p>Boccia – this is a Paralympic sport, with no Olympic equivalent, which is similar to bowls. In each round, players take turns to roll a set of coloured balls with the aim of getting their balls as close as possible to a white ball called a ‘jack’. A point is given to the player who gets closest to the white ball. Four rounds are played, with the player with the most points announced the winner. If balls are equidistant then both players get a point. In the event of a tie after four rounds, further rounds are played until there is a winner. Players can use any part of their body to propel the ball (hands, feet etc.), however they must be sat in a chair as Boccia is a wheelchair sport. If possible, allow time for the children to try out each game, rotating around the games until they have all been completed. Alternatively, the children could be put into teams, and the children choose members to compete in each event. While the children are enjoying and playing the games, use the opportunity to talk about what they know about the Olympics and the types of sporting activities they enjoy. If you wish, you could hold your own medal ceremony for those who got the best scores, best times etc. in each</p>	

		event. Talk about the games that the children enjoyed playing the most. Discuss as a class whether winning is the most important aspect of playing a game, or whether it is more important to have fun and enjoy the experience permission.		
Knowledge Harvest		In groups, ask the children to create a mind map to record their existing knowledge of Olympic events. This could be done on large sheets of paper, using different coloured markers for each category, or using mind-mapping software such as Prezi (www.prezi.com), MindGenius (www.mindgenius.com) or Ayoa (https://www.ayoa.com/previously-imindmap/). As well as words and phrases, the children could also add images to their mindmaps, such as any symbols or objects they associate with the event or – if working online – photographs of athletes and other images that might relate to the Olympic sport. You may wish to provide the following categories as a starting point. Encourage the children to subdivide categories e.g. Water events could be divided into swimming pool, diving pool or open water. Some events could fall into more than one category e.g. water polo takes place in a pool but is a team game. Once groups have completed their mindmaps, invite them to share these with the rest of the class. Work through the categories and discuss each in turn. If any unanswered questions are raised, record these separately for the children to address later in the unit. Mind maps can be displayed around the classroom. Refer back to these throughout the unit, to both support tasks and record the children’s ongoing learning.		
Big Picture		Almost three millennia after it was first ignited, the Olympic flame is burning brighter than ever. This unit will introduce children to the evolution of the Olympics over time, from its humble beginnings in Ancient Greece to its current status as a global celebration of human achievement. It’s time to seek success with silver.		
PE 1	<p>2.03 Be able to choose appropriate skills and movements to suit a task</p> <p>2.05 Be able to take part in a range of individual, pair, small group and team activities</p> <p>2.07 Be able to apply tactics in competitive situations</p> <p>2.13 Understand the</p>		<p>In this activity, the children will be learning about disability sport and practicing an adapted version of volleyball designed for disabled athletes and played at the Paralympic Games. Explain that the Paralympics is the biggest and most widely recognized sporting competition for people with disabilities. It features 22 different sporting disciplines, the majority of which are adapted from Olympic events. Show the children the following videos, which demonstrate some of these sports in action:</p> <p>Wheelchair tennis: https://www.youtube.com/watch?v=uKTdxycat4</p> <p>Football 5-a-side: https://www.youtube.com/watch?v=Dk2PeDB9Bm4</p> <p>Triathlon: https://www.youtube.com/watch?v=</p> <p>After each video, discuss with the children: What are some of the ways that the event has been adapted for people with disabilities? How is it different from the Olympic version of the event? What skills and abilities must one gain to become a top-level competitor in the event? What difficulties might the players face in daily living situations? How might they overcome these difficulties? Next, show them a video of the sport they will be playing today – sitting volleyball! The video explains all the rules that the children need to know in order to play: https://www.youtube.com/watch?v=uXLSzwJoT4M</p> <p>The following PDF from the official Paralympic website also contains a written set of rules, as well as a list of suggested equipment and guidelines/steps for running the activity: https://www.paralympic.org/sites/default/files/document/120305113023241_Card_4_Sitting_Volleyball.pdf</p> <p>In order to check for understanding, you may wish to briefly quiz the children on the rules before they start playing</p> <p>Recording activity:</p> <p>Set up a game of sitting volleyball for the children to play, adhering as closely as possible to the official Paralympic rules and regulations. You should frequently rotate positions to ensure that every child has the</p>	<p>Balls of varying size and weight</p> <p>Low net</p>

	importance of rules		<p>opportunity to sit in both the front zone and the back zone. If there is sufficient time, each child should also get the chance to play as the 'libero' defensive specialist (this is explained in the YouTube video in the Research activity). Make sure that you leave enough time at the end of the session for a discussion with the children. Get them to reflect on their experience and how it compared with their expectations prior to the game. You may wish to ask them questions such as the following: How did you feel playing? What was the most difficult action to do? Was it easier or more difficult than playing standing volleyball? Are there any rules that you would change?</p>	
History 1	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p>		<p>Discuss any ideas that children have about the origins and history of the Olympics. If necessary, explain that the Olympics originated in Ancient Greece. Look together at some photos of Greek pottery, which feature images of the ancient Olympic Games. Explore each image and what it tells us about the types of sports and games that the Ancient Greeks enjoyed.</p> <p>In groups, challenge the children to find out more about the Ancient Olympics. Provide access to books, tailored resources and websites for groups to conduct their research. You may wish to provide the following list of questions to help structure their exploration of the theme: Why did the Greeks have an Olympic Games? Where were they held? How long did the Olympic Games last? How often did it take place? Who could compete in the events? Who could watch the events? What types of sports did the Greeks play? What happened at times of war? What did the winners receive to celebrate their victories? The following websites will provide a good starting point for research:</p> <p>www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games</p> <p>www.perseus.tufts.edu/Olympics/index.html</p> <p>Recording activity</p> <p>In their groups, ask the children to imagine that they are creating a modern-style sports show, which is reporting live on the Ancient Greek Olympics. If you wish, you could share a short extract from the following video to explain the idea: www.youtube.com/watch?v=z9lFwCDUj38</p> <p>Children should work together in their groups to plan their show, using their learning and the earlier question prompts as a starting point for ideas. Their sports show could include: A studio narrator who gives background information Live commentators describing sports events that are taking place An interview with a famous ancient athlete, such as Milo of Kroton A fun facts segment, with advice for visitors who are going to the Olympics If time allows, children could also make simple props and costumes to add further interest to their shows. Groups can present their shows at the end of the session. It may be possible to film these using a digital camera, so that they can be edited to make a proper news programme. Afterwards, ask the children to comment on each other's shows. What new things did they learn? Compare the ancient Olympics with the modern-day Olympics. What is the same/different? Would they have liked to be a spectator or athlete at the Ancient Olympic Games? You could also revisit the pottery from the start of the session. The children's learning may help them to interpret the artwork in a new light and answer any questions that were raised.</p>	History books
Geography 1				

[illegible]