



Gymnastics

Pupils should have opportunities to:

- explore a variety of movements and show some awareness of space
- Use different body parts as support whilst travelling.
- Work with a partner (this can be an adult partner).
- Copy and repeat familiar simple actions to make a short sequence
- Travel using a single action on the ground or over apparatus

Teaching Activities/advice/enabling environments

Yellow Profile

The student will be able to explore a variety of movements and show some awareness of space
Use different body parts as support whilst travelling.
Work with a partner (this can be an adult partner).
They can copy and repeat familiar simple actions to make a short sequence.
Pupils will be able to travel using a single action on the ground or over apparatus.

Pupils should have opportunities to travel at a ground level.

Bottom shuffling – forwards, backwards
Spinning on bottom
Spinning on stomach
Rolling independently
Crawling/Commando Crawling (Pulling self with arms)
Walking with one hand held or K Walker
Sliding on back or tummy (blankets, parachute scoot boards)
Sliding on knees, spinning on knees
Step over small obstacle or hurdle.
Squatting down to the floor.
Climbing onto different equipment.



Physical Development Semi-Formal Scheme of Work



<p>Pupils should have opportunities to travel over and through apparatus. Equipment: Tunnels Benches Climbing apparatus Scoot boards Exercise balls and peanuts Steps</p>	<p>Crawl through tunnels of different sizes (using apparatus to make tunnels) Slide through small tunnels Roll over a ball</p>
<p>Pupils should have opportunities to explore the use of the body for making shapes and balance.</p>	<p>Balancing on a gym ball / peanut with support Walking up steps with support Walking on difference surfaces with support Falling from high kneeling/sitting using mats Falling from standing with support crash mats</p>
<p>Pupils should have opportunities to experience jumping</p>	<p>Practise bending at knees / trunk (Being aware of your trunk and being able to bend at your knees, is precursor to jumping) Revisit some of the earlier activities to reinforce this body awareness e.g. patting and rubbing knees walking with knees high stiff legs. Sliding and pinning on tummies and backs. Practise some falls onto soft mats from sitting kneeling and standing. Step down from low step with support (Jump off mat, steps, bench) Bouncing on ball, trampette/ trampoline with support Rebound Therapy</p>



Physical Development

Semi-Formal Scheme of Work



<p>Pupils follow and imitate sequences and patterns in their movements.</p>	<p>Action Songs – single actions Awareness of knees; hammer pat rub Making them appear disappear Touch knees to different body parts; elbows chin shoulders nose</p>
<p>Teaching Activities/advice/enabling environments</p>	
<p>Green Profile Gymnastics</p> <ul style="list-style-type: none"> Pupils will begin to refine their movements through trial and error. 	
<p>Pupils should have opportunities to travel at a ground level.</p>	<p>Hide and seek games – where's the ball? What's in the box/bag? Activities involving actions to enable recall e.g. a 'mystery tour' around school. Use of photographs of pupil's activities and experiences e.g. for records of achievement or progress files. Trips out of school. Use of displays to record pupils work and activities. Use of video to record sessions to recall later.</p>
<p>Pupils should have opportunities to travel over and through apparatus.</p> <p>Equipment: Tunnels Benches Climbing apparatus Scoot boards Exercise balls and peanuts Steps</p>	<p>Use of role play or small world play activities. Running commentary of what pupil is doing in real time using two-word phrases. Use of Narrative and drama work –see references Maths activities linking one attribute and object e.g. red brick. PE activities e.g. jump to the horse</p>
<p>Pupils should have opportunities to explore the use of the body for making shapes and balance.</p>	<p>Balancing on a gym ball / peanut without support Walking up steps using a hand rail with two feet on a step Steps over small hurdle with support Bear walking</p>



Physical Development

Semi-Formal Scheme of Work

	<p>Make a tunnel or bridge for other staff children to crawl through with staff partner.</p> <p>Falling from standing onto crash mats</p>
Pupils should have opportunities to experience jumping	<p>Jump with two feet together from low step with support if this is difficult go back to P4 reinforcement activities.</p> <p>Jump on trampoline with guidance</p>
Pupils follow and imitate sequences and patterns in their movements.	<p>Action Songs – imitating an increasingly wide repertoire of actions</p> <p>Reinforce body awareness hands feet elbows shoulders heads.</p> <p>Touching other people's hands feet backs.</p>
Teaching Activities/advice/enabling environments	
<p>Blue Profile Gymnastics</p> <p>Pupils can avoid obstacles when walking</p> <p>Pupils begin to balance with support on low apparatus.</p>	
Pupils should have the opportunity to travel at ground level	<p>Forward rolls off a box (if unsure seek guidance)</p> <p>Walking (change of speeds, turning, surfaces) Fast Slow Big /Little steps</p> <p>Walking up and down slopes with less support</p>
Pupils should have opportunities to travel over and through apparatus	<p>Walks along benches with support</p>
Pupils should have opportunities to explore the use of the body for making shapes and balance	<p>Walks along benches with support</p> <p>Walking up steps independently with alternating feet and down steps two feet to a step</p> <p>Walking on a familiar different surface independently</p> <p>Resistance to force sticking self to the floor</p> <p>Make a tunnel or bridge for other staff children to crawl through</p> <p>Walking /running and falling on mats.</p>



Physical Development Semi-Formal Scheme of Work



Pupils should have opportunities to experience jumping	Jump with two feet together from low step independently
Pupils follow and imitate sequences and patterns in their movements.	Copy one pattern, increasing to multiple sequences
Teaching Activities/advice/enabling environments	
<p>Purple Profile</p> <p>Pupils will be able to balance with or without support on apparatus. Pupils can play stopping and starting games musical bumps musical hoops, chairs, traffic lights.</p>	
Pupils should have opportunities to travel at ground level	Walking up and down slopes independently. Walking on toes heels/big steps small steps
Pupils should have opportunities to travel over and through apparatus	Walks along benches without support Jumps off low apparatus
Pupils should have opportunities to explore the use of the body for making shapes and balance	Walks along benches without support Walks or runs up and down stairs without support Walking on an increasing variety of different unfamiliar surfaces with reducing support Walking /running and falling on mats with greater control.
Pupils should have opportunities to experience jumping	Jump with two feet together confidently from a variety of low platforms Jump on trampoline independently
Pupils follow and imitate sequences and patterns in their movements	Follow my Leader games
Teaching Activities/advice/enabling environments	
<p>Gold Gymnastics</p> <p>Pupils are able to experiment with different ways of moving both at ground level and over apparatus. Pupils are able to jump off apparatus and land appropriately. Pupils can travel with confidence and skill around over and through balancing and climbing equipment.</p>	



Physical Development Semi-Formal Scheme of Work



Pupils should have opportunities to travel at ground level	Moves confidently in a variety of ways negotiating space.
Pupils should have the opportunities to travel over and through apparatus.	Travels with confidence and skill around, under and over and through balancing and climbing equipment Jump off objects
Pupils should have opportunities to explore the use of the body for making shapes and balance	Walking on an increasing variety of different unfamiliar surfaces Hops on one foot 3 seconds. Can resist force in a variety of ways prone supine. Resistance to force on a variety of ways e.g. Sticking to the floor. Wrapping self into a parcel that is not possible to open. Making bridges and holding the position long enough for staff child to slide through.
Pupils should have opportunities to experience jumping.	Jump with two feet together confidently from a variety of low platforms Jump on trampoline independently
Pupils follow and imitate sequences and patterns in their movements	Lead action games
Athletics	
Pupils should have opportunities to:	
<ul style="list-style-type: none"> • Experience and explore a range of athletic activities such as travelling, running, jumping, hoping and throwing for speed height distance and accuracy. • Develop the ability to travel, jump, and throw, with or without adult support • Experience and learn the use of warm and cool down activities • Experience, observe and adapt their own performance in athletic activities 	
Teaching Activities/advice/enabling environments	
Yellow	
<ul style="list-style-type: none"> • Run freely 	



Physical Development

Semi-Formal Scheme of Work



<p>Activities to develop control and coordination in running, travelling, jumping, hopping skills</p>	<p>Time to explore free spaces inside and outside to develop control and coordination. Running, walking, using pacers, in powered wheelchairs. Play games which include starting and stopping activities – musical statues, start and stop to a signal (whistle / tambourine etc) Four corners games, pupils in the winning corner score a point or get a sticker. Collecting games e.g. run and fetch a bean bag to put in a bucket</p>
<p>Teaching Activities/advice/enabling environments</p>	
<p>Green Profile Starts and stops running in control Runs freely avoiding large obstacles Turns without losing balance.</p>	
<p>Using different ways of travelling, e.g. running, walking, and following different pathways of courses. See how fast or far you can go in challenges such as:</p>	<p>Time to explore free spaces inside and outside to develop control and coordination, add cones and obstacles into the area Play games which include starting and stopping activities – musical statues, start and stop to a signal (whistle / tambourine etc) Play traffic light game – red / stop amber/walk/green /run Collect 1 or 2 bean bags / move a few bean bags from a hoop to a bucket Play games to collect 1 or lots of bean bags into a hoop or bucket. Run and touch a (themed related) object or picture, start with 1 increasing to one in each corner of the room.</p>



Teaching Activities/advice/enabling environments

Blue Profile

Pupils are learning to:

- Jumps up and down on the spot with two together
- Jumps forwards two feet together
- Jumps backwards two feet together
- Jump backwards two feet together
- Runs in a straight line
- Jumps over obstacle on the run

Continue with using different ways of travelling

Explore the action of jumping

Jumps up and down on the spot with two together
 Jumps forwards two feet together
 Jumps backwards two feet together
 Jump backwards two feet together
 Runs in a straight line
 Jumps over obstacle on the run
 Explore star jumps, feet together jump
 copy each other's jumps, mirror each other, and jump together (peers or pupil /adult)
 Early hurdles – step over an obstacle
 Step up and over a small step
 Use trampette to teach jumping action
 Practice jumping in the pool – from sitting on the side
 Practice jumping on the trampette in the pool.
 Jump up to touch balloons hanging down at different heights
 Run over longer distances, to increase the effort needed make end of run very clear e.g. rope to mark end.
 Tackle different types of course, e.g. involving a run, a crawl through, a step / jump over, pick a bean bag up and run and put it in a hoop



Physical Development

Semi-Formal Scheme of Work



Teaching Activities/advice/enabling environments	
Purple Profile Pupils run with speed and effort.	
<p>Runs with speed and effort Develop the skill of jumping /hopping /skipping</p>	<p>Travel greater distances by moving the cones or hoops further apart (this will make the task harder) Powered chairs can increase control by negotiating a course and improving their personal best time. Pick up a bean bag from a hoop and run and put it in a bucket when 3 bean bags have been collected run to end. Run while dribbling a ball or carrying a baton Use whistle to start race, pupils can take turns to be the starter. Set visible targets to jump past, such as drawn lines or soft cones. Ask them to estimate how far they can jump Can you jump further than the distance between your head and your feet when you are lying down? Count how many jumps it takes to jump across a defined space e.g. a PE mat</p>

Teaching Activities/advice/enabling environments	
Gold Profile Speaking Pupils can run with control of direction Pupils with control of speed.	
<p>Runs with control of direction Runs with control of speed Develop the skill of jumping /hopping /skipping</p>	<p>Use different courses, e.g. zigzag, circular, back and forth, including obstacles Run around a course (hall, playground, field) define how many times the course will be completed e.g. 5 times round. Learn about pacing yourself to be able to complete the task. Work in pairs or small relay teams Work in a range of venues (interschool sports days etc)</p>



Jump further or skip for longer, to make the task harder
Use different courses, e.g. zigzag, circular, back and forth, including obstacles

Dance

To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli

- Control and co-ordinate a range of body actions
- To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli
- Pupils will copy a single action e.g. this is the way we wave around
- Pupils will remember learnt actions over time
- Pupils will combine two learnt actions
- Pupils will use one of a range of known actions spontaneously
- Pupils will use a wider range of known actions spontaneously

Teaching Activities/advice/enabling environments

Yellow Profile

Pupils accept and engage in co-active exploration, for example; moving freely about the hall with the support of a member of staff

Pupils explore and improvise freely on their own or with a partner, translating how they feel from stimulus to movement.

- use ideas the children are familiar with
- make the dance phrases short and keep actions simple
- use simple accompaniment

Choose a music styles e.g. rock and roll. Encourage the pupils to move freely to the music prompting them to twist, turn, shake etc. first in their own space on a mat, then teach them to move into general space travelling and turning about the room improvising freely to the music.

Teach them to move in different directions, forwards, backwards and sideways (this could be within their own space)



Physical Development

Semi-Formal Scheme of Work



	<p>Change the style of music a few times to see how they respond.</p> <p>Beat baby stick and plate games for various purposes that includes their names</p>
<p>To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli</p>	<p>Pupils start to copy single simple actions, e.g. clap or stamp</p> <p>Place stickers on different body parts. Pupils move freely to music then when the music stops 2 pupils touch stickers together</p> <p>Play action games e.g.</p> <p>Ring a Ring Roses</p> <p>Here we go around the mulberry bush</p> <p>Grand Old Duke of York</p> <p>Rowing with a partner</p> <p>Lycra man</p> <p>Parachute</p> <p>There was a princess long ago</p> <p>Speckled frogs</p>
<p>Teaching Activities/advice/enabling environments</p>	
<p>Green Profile</p> <p>Pupils actively explore objects and events for more extended periods of time.</p>	
<p>Pupils explore and improvise freely on their own or with a partner, translating how they feel from stimulus to movement</p>	<p>Perform actions in front of a mirror</p> <p>Work in pairs mirroring actions</p> <p>Begin partner work e.g. follow the leader.</p> <p>Beat baby stick and plate games</p>
<p>To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli.</p>	<p>Pupils start to anticipate clapping or stamping</p> <p>Musically bumps, statues, chairs</p> <p>Disappearing islands</p> <p>Hokie Cokie</p>



Physical Development

Semi-Formal Scheme of Work



	All of the above games remembering the actions
Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings.	Learn a simple paired country dance Meeting and greeting songs More complex action songs e.g. Marching Monday (Tiny Tweeties), 'Shake your sillies out' songs Show dancing songs on the screen and copy actions Once several dances have been learnt start to introduce pupil choice
Teaching Activities/advice/enabling environments	
Blue Profile	
Pupils work in pairs and small groups cooperatively, although; they may need support to follow instructions and keep on task.	
Pupils explore and improvise freely on their own or with a partner, translating how they feel from stimulus to movement	Use ribbons or scarves to move with to different style of music Paired work as above with ribbons / scarves Beat baby stick and plate games Simple stick dances working in pairs
To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli.	Pupils start to use a few actions independently Musically bumps, statues, chairs Disappearing islands Hokie Cokie All of the above games remembering and combining two actions
Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings.	Create and perform step and actions patterns and short dances



Physical Development

Semi-Formal Scheme of Work



	<p>from a range of dance crazes, such as:</p> <ul style="list-style-type: none"> • The birdie song • Oops upside my head (floor movements) • Saturday Night (1990s) • Saturday Night Fever, disco (1970s) • Locomotion, Mashed Potato, Twist (1960s) • Rock 'n' Roll (1950s) • Jitterbug, Swing (1940s) • Lindy Hop (1920s)
Teaching Activities/advice/enabling environments	
<p>Purple Profile Pupils work in pairs and small groups cooperatively, although; they may need support to follow instructions and keep on task.</p>	
Pupils explore and improvise freely on their own or with a partner, translating how they feel from stimulus to movement.	Introduce happy, sad, angry, sleepy movements to appropriate music
To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli.	Pupils start to put 2 actions together in imitation of a pattern Action songs giving opportunities for the pupil to be the leader and select the
Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings.	In groups, learn the patterns and structure for a set dance Explore different dance styles, line dancing, salsa, Scottish, Bangra etc
Teaching Activities/advice/enabling environments	



Physical Development

Semi-Formal Scheme of Work



Gold Profile Pupils incorporate different qualities and dynamics into their movements...	
Pupils explore and improvise freely on their own or with a partner, translating how they feel from stimulus to movement.	Play contrasting types of music for the pupils to interpret – using emotions.
To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli.	Action songs giving opportunities for the pupil to be the leader and select the action.
Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings.	In pairs or small groups, create and perform a dance in a preferred style. Use real stimulus e.g. going around a supermarket with your trolley dance Sweeping and cleaning dance using brushes, feather dusters



Games

Explore basic sending actions with hands and feet
Copy actions such as throwing or rolling
Experience and enjoy warming up and cooling down
Communicate what they have done (expresses likes and dislikes)
Be able to recognise and use small apparatus to take part in games, they may name apparatus or use a label or TOBI
To be able to understand very simple rules of games as they participate in them.

Teaching Activities/advice/enabling environments

Sending and Receiving Activities

Copy actions such as throwing and or rolling

Yellow Profile

Rolling a ball to a partner in a seated position (Balls of different sizes, chute)

Throws with some appreciation of direction but lacks control (Balls of different sizes, Balloons, Bean Bags Fabric Balloon Balls, swing ball skittles)

Drop items into a bucket

Roll ball down a chute into a bucket

Receives a ball rolled to them in a seated position with hands/body (approx. 1m)

Use an appropriate bat or hand to knock a ball off a tee.



Green Profile

Starts to show understanding of key words linked to games e.g. throw/ kick / Stop /start
Walks into a ball when trying to kick it
Throwing at Velcro target / swing ball skittles
Skittles (chute, Use cans for different noises)
Catches a ball with extended arms using two hands (Balls of different sizes, Balloons, Bean Bags)
Use a bat to hit a balloon which has been thrown towards them.

Blue Profile

Kicks a ball without direction
Throw a bean bag or ball to a partner
Deliberately bounces ball
Catches a ball with two hands sometimes (Balls of different sizes, Balloons, Bean Bags)
Play polybag (table tennis table with side up, air ball and lightweight bats or hand holders)

Purple Profile

Kicking a ball to partner or target
Catches with two hands frequently
Throws a bean bag into hoops placed on the floor at differing distances.
Start to show increasing control and accuracy with bats and balls, start to use a smaller ball for polybat.

Gold Profile

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
Bounces a ball and catches it.
Use a bat to play balloon tennis in an open space, sometimes starting to move towards the target ball

Be able to recognise/name and use small apparatus to take part in games safely

Yellow Profile

Teach them the names of basic PE equipment in context of activities and collecting and putting away equipment using communication system appropriate to individual pupil.



Green Profile

Identify familiar pieces of equipment using their own communication system

Blue Profile

Show them a symbol or a picture and the pupil will collect or put away this item
Vocabulary around P.E. equipment is developing, e.g. big ball, little ball

Purple Profile

Confidently selects equipment from a range of equipment on request.

Gold Profile

Familiar with all regularly used items and will start to put away equipment in an appropriate place.
Use equipment safely.

To be able to understand simple rules of games

Yellow Profile

Actively teaching turn taking with an adult partner

Green Profile

Understand turn taking with a partner and in a small group

Blue Profile

Pupils will be support to play games to introduce the concept of winning or losing e.g. pass the parcel, relay games

Purple Profile

Understand simple rules of individually motivating games e.g. cricket or play station games
Accepts some rules

Gold Profile

Understand and start to accept the rules of regularly encountered games physically and or using ICT e.g. PlayStation games.
Understand that they are part of a team.



Physical Development

Semi-Formal Scheme of Work



Understand the role of a team captain.
Understand that the whole team wins not just individuals
Knows that games have rules
Attempts to play to rules of a game

Outdoor Activities

Pupils will learn to make decisions, solve problems and grow in confidence in their own abilities outdoors. They will investigate their outdoor environment purposefully. They will make predictions about what may happen based on their previous experiences and test out these ideas and theories.'

Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, [for example, contributing to records of their own achievements or to books about themselves, their families and interests].
They trace, overwrite or copy shapes and straight-line patterns.
They copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.

Orienteering Activities

Yellow

Move around school with support looking for themed pictures or objects – (link to science finding unfamiliar things in a familiar place)

Green

Move around inside and outside school with support looking for themed pictures or objects – (link to science finding unfamiliar things in a familiar place)

Blue

Solve clues to find a reward using 6 photos to follow independently inside the building
The pupil initially has 1 clue when they find that one they take the next (treasure hunt)

Purple

Solve clues to find a reward using 6+ photos to follow independently inside and outside



Physical Development Semi-Formal Scheme of Work



The pupil initially has 1 clue when they find that one they take the next (treasure hunt) at each station they collect a piece of a jigsaw or a letter to spell a word which when assembled tells them where the final reward will be

Gold

Pupils follow a list or simple map to complete the treasure hunt. Pupils collect a sticker or a stamp to show they have been to each station.

To make the challenge harder when the pupils arrive at each station they could have a separate additional task e.g. collect a leaf, ring a bell, take a shoe off and feel wet peat etc

Physical Challenge and Problem-solving activities

Yellow Profile

Pass items from one to another - learn to work in pairs (2 pupils or pupil/adult)

Rolling a ball to each other

Passing a bean bag to someone to drop in a bucket

Move across an area on carpet stepping stones with staff support

Crawl through tunnels /in and out of tents and dens

Collect items and hang on washing line

Green Profile

Move across an area on carpet stepping stones independently

Hang a sheet over chairs or suspended ropes to make a den

Blue Profile

Move across an area on 2 stepping stones in pairs

With adult verbal support make a simple den

Purple Profile

Move across an area on 2 stepping stones in pairs – increase distance, look for improved physical skills, look for improved communication between pairs

In a pair follow simple instructions (photos or symbols) to make a den

Gold Profile

Work in a small team (3 or 4) to solve simple problems e.g.

To transfer your group across the hall using 2 hoops

Use lengths of guttering to roll a ball into a bucket a distance away

Transport different size boxes on a scoot board across the area



Physical Development Semi-Formal Scheme of Work



Use cups to pass along a line to fill a bucket

In a pair make a den from given materials – to make the challenge harder something essential could be missing so that the pupils need to ask or improvise.

Pupils can direct adults as art of the team