

Scheme of work for Physical Education

Foundation Stage

Cycle A / B

Unit Title: GAMES

Curriculum Guidance for the Foundation Stage:

- To travel in a range of different ways / directions and stop on a given signal
- To use different body parts to move and balance a range of apparatus
- To learn / develop / practice throwing, catching , rolling, bouncing, controlling and passing with a range of small apparatus
- To introduce small apparatus and peers into basic games activities
- To perform and evaluate the basic skills they have learnt

Throwing:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To travel in a range of different ways / directions and stop on a given signal• To use different body parts to move and balance a range of apparatus• To learn / develop / practice throwing a range of small apparatus in a number of different ways	<ul style="list-style-type: none">• Beanbags• Balls – range of sizes• Choice of percussion instrument to start and stop activities	<ul style="list-style-type: none">• Walk / run / hop / skip / jump / freeze / control• Throw – under arm / over arm• Height / length / accuracy	<p style="text-align: center;"><u>Reception Games</u></p> <p style="text-align: center;">Lesson R 49</p> <p style="text-align: center;">Lesson R 51</p> <p style="text-align: center;">Lesson R 53</p> <p style="text-align: center;">Lesson R 55</p> <p style="text-align: center;">Lesson R 57</p>

Catching:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To travel in a range of different ways / directions introducing some small / large apparatus• To introduce / develop / perform / evaluate a basic throw using small / large apparatus• To introduce movement and peers into catching activities	<ul style="list-style-type: none">• Hoops• Beanbags• Skipping ropes• Small / large balls	<ul style="list-style-type: none">• Run / jump / walk / skip / bunny hop / control / hop• Throw – under arm / over arm, catch, bounce• Backwards / forwards• Height / distance	<u>Reception Games</u> Lesson R 59 Lesson R 61 Lesson R 63 Lesson R 65

Rolling / Bowling:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To use ropes to practise jumping & hopping• To roll, run & field a medium / large sized ball• To roll / bowl a ball to a partner varying distance & speed	<ul style="list-style-type: none">• Skipping ropes• Medium / large sized balls	<ul style="list-style-type: none">• Roll / run / field• Jumping / hopping• Distance / speed	<u>Reception Games</u> Lesson R 67 Lesson R 69

Bouncing:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To move in different directions and at different speeds• To bounce & catch a large / medium sized ball – introducing movement and peers• To bounce and catch a ball continuously	<ul style="list-style-type: none">• Large / medium sized balls	<ul style="list-style-type: none">• Direction / speed / movement• Bounce / catch continuously	<u>Reception Games</u> Lesson R 71 Lesson R 73

Controlling and Passing:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To jump forwards & sideways using small apparatus• To use different body parts to push / move a medium / large ball• To try to strike a ball from stationary, walking and running position – develop skills	<ul style="list-style-type: none">• Hoops• Medium / large ball	<ul style="list-style-type: none">• Jump / bounce / spin / hop• Push / move / strike• Stationary / running / moving	<u>Reception Games</u> Lesson R 75 Lesson R 77

Scheme of work for Physical Education

Foundation Stage

Cycle A / B

Unit Title: GYMNASTICS

Curriculum Guidance for the Foundation Stage:

- To use space and show increasing awareness of others around them
- To travel in different ways and levels - changing direction and introducing small apparatus and peers
- Listen to instructions and be aware of important safety issues
- To use different body parts (all of which they are aware of) to make a range of shapes
- To work as part of a small group

Use of Space:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To use and fill the space available to them• To listen to instructions & be aware of the safety issues related to the activities they are doing• To travel around the room in a variety of ways• To make shapes from different body parts	<ul style="list-style-type: none">• Hoops• Mats	<ul style="list-style-type: none">• Space• Walking / skipping / hopping / jumping• Listen• Different shapes• Body parts	<p style="text-align: center;"><u>Reception Gymnastics</u></p> Lesson R 1 Lesson R 2 Lesson R 3

Footwork:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To show an awareness of different parts of their feet• To walk and run using small and large steps• To move in different directions• To land using the correct technique (spring knees)	<ul style="list-style-type: none">• Hedgehog stones• Foot markers• ‘Stop’ signal	<ul style="list-style-type: none">• Walk / run / skip / hop / bounce• Direction• Large / small steps	<u>Reception Gymnastics</u> Lesson R 4 Lesson R 5

Awareness of parts of the body:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To show awareness of named parts of the body• To work as part of a small group• To show awareness of shape and safety• To use different travelling methods – varying direction and level	<ul style="list-style-type: none">• Mats• Hoops	<ul style="list-style-type: none">• Jog / bounce / skip• Foot / hand / elbow / knee / toe / finger etc• Outside / inside	<u>Reception Gymnastics</u> Lesson R 6 Lesson R 7

Directions:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To be able to explore moving in different directions• To explore a variety of travelling actions on different body parts• To land skilfully on low platforms• To improve the quality of their jump, through body control	<ul style="list-style-type: none">• Mats• Benches / low platforms• Hoops	<ul style="list-style-type: none">• Walk / skip / hop / jog / bounce / jump• Forwards / backwards• Change direction• Space• Stretch / tall / curl up small	<u>Reception Gymnastics</u> Lesson R 8 Lesson R 9 Lesson R 10

Space:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To demonstrate different body shapes – show clarity & contrast• To explore pathways individually or with a partner• To link skills and actions in a short phrase	<ul style="list-style-type: none">• Skipping rope• Mats• Benches / low platforms	<ul style="list-style-type: none">• Skip / dodge / curl up / stretch• Pathways – long / thin• Move / repeat• Change direction	<u>Reception Gymnastics</u> Lesson R 11 Lesson R 12 Lesson R 13

Scheme of work for Physical Education

Foundation Stage

Cycle A / B

Unit Title: DANCE

Curriculum Guidance for the Foundation Stage:

- To move confidently and safely in their own and general space, using changes in speed, level and direction
- To copy, repeat and explore simple skills and movement patterns
- To respond to rhythms, patterns and music imaginatively
- To perform and evaluate movements they are learning and practising

Warm Up Activities:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To move confidently and safely in their own and general space, using changes in speed, level and direction• To perform movement phrase / patterns using a range of body actions and body parts• Listen to instructions and signals• To move in different ways	<ul style="list-style-type: none">• Portsmouth – Mike Oldfield• Breezy Bounce – BBC Sports Themes• Penny Whistle Jig – James Galway• Sooty & Sweep Theme	<ul style="list-style-type: none">• Forwards / backwards• Swing / bounce / repeat• Jog / jump / ski / skip / walk / march / shake	Reception Dance Lesson R 16 – L1 Lesson R 17 – L2 Lesson R 18 – L3 Lesson R 19 – L4

Actions:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To respond to rhythms and moods in music and poetry• Practice and explore patterns of movements using different directions• To perform a dance using a variety of ‘stretch and curled’ shapes, ‘creeping’ actions, ‘jumping’ actions and ‘swaying’ actions	<ul style="list-style-type: none">• Percussion – tambour / wooden block• Syncopated clock – BBC Watch / BBC Records• Mairnet Theme – e.g. Ron Grainer• Entertainer – film theme• Action Poem (In file R 20)	<ul style="list-style-type: none">• Step / change / creep / tip – toe / freeze / bounce / skip / jog / walk / sway• Beat• Forwards / backwards / high / low• Springy knees	Reception Dance Lesson R 21 – L1 Lesson R 22 – L2 Lesson R 23 – L3 Lesson R 24 – L4

Body Parts:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To move confidently and safely in their own space• To perform / evaluate movement phrases using a range of body actions and body parts• To explore and practice a variety of travelling movements – varying speed and direction• Respond to rhythms, moods and qualities in music	<ul style="list-style-type: none">• Fancy Fish – BBC Sound House• Barnacle Bill – Children’s TV Themes• Popcorn – Hot Butter• Good, Bad, Ugly – Film Theme• Tambour	<ul style="list-style-type: none">• Sit / travel / jump / punch / stamp• Repeat / combine / perform• High / low• Pathway	Reception Dance Lesson R 26 – L1 Lesson R 27 – L2 Lesson R 28 – L3 Lesson R 29 – L4

Shapes & Pathways:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To talk about round, curved, straight and wide shapes and dance ideas from a range of stimuli• To experience travelling in a variety of pathways – changing speed, level & direction• To link movement together	<ul style="list-style-type: none">• Percussion – tambour / wooden block	<ul style="list-style-type: none">• Smoothly / jerkily / suddenly / slowly / carefully / confidently• Spiky / round / curved / zig - zag	Reception Dance Lesson R 32 – L1 Lesson R 33 – L2 Lesson R 34 – L3 Lesson R 35 – L4

Pets:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To create different dance movements to represent a range of different animals• To respond to various stimuli and perform their ideas for the class	<ul style="list-style-type: none">• Swinging Safari – Bert Kaempfert	<ul style="list-style-type: none">• Gracefully / Smoothly• High / low / medium / swooping / sinking / rising	Reception Dance Lesson R 37 – L1 Lesson R 38 – L2 Lesson R 39 – L1 Lesson R 40 – L1

Toys:

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none">• To create and copy movements in the style of a range of different toys• To move in time to the beat of a percussion instrument – interpreting changing in pitch, pace & volume• To work in a pair, as part of a small group or as part of the whole class	<ul style="list-style-type: none">• Puppet on a string – Sandy Shaw• Teddy Bears Picnic• Music for Dance – Clockwork toys• Toys Poems – see lesson plans	<ul style="list-style-type: none">• Slowly / quickly• Different levels• Gently / smoothly / statically / strongly	Reception Dance Lesson R 42 – L1 Lesson R 43 – L3 Lesson R 44 Lesson R 45 – L3 Lesson R 46 – L3 Lesson R 47 – L1 Lesson R 48

Scheme of work for Physical Education

Year 1/2

Unit Title: GAMES UNIT 1

National Curriculum POS:

- 1a – To continue to practise and develop a number of basic skills e.g. throwing, catching, kicking, striking, skipping etc.
- 1b – To remember, repeat & evaluate skills with increasing control & coordination
- 2a – To explore how to choose & apply skills & actions in a sequence
- 3a – To describe & evaluate what they have done
- 3b – To observe, describe, copy & evaluate what other have done
- 4a – To be aware of the importance of being active
- 7a – To travel with, send & receive a ball (variety of shapes & sizes)
- 7b – To develop skills for striking games

Key Ideas:

- To develop basic game – playing skills in particular throwing, catching and control
- To play a variety of games incorporating the skills they are acquiring and modifying
- To play games which require the development of new skills e.g. striking & fielding

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To listen to instructions and be aware of the safety issues surrounding the activities they are doing • To explore and develop skills individually, in a pair and as part of a small / large group • To choose and use skills effectively for particular activities • To watch, copy, describe and evaluate what they and other are doing • To be aware that it is important to stay healthy and know the effects exercise has on their bodies 	<ul style="list-style-type: none"> • Beanbags • Quoits / markers / hoops / skittles • Balls – small / medium / large • Freeze / stop signal (of own choice) • Skipping ropes • Small plastic / wooden rackets • Coloured bands / bibs 	<ul style="list-style-type: none"> • Rolling, striking, bouncing, catching • Throwing – under arm / over arm • Opposite, team • Free space, own space • Tracking / avoiding a ball 	<p style="text-align: center;">Year 1 Games</p> <p>Throwing = Y1 55 – 68 Catching = Y1 69 – 78 Rolling = Y1 79 – 84 Bouncing = Y1 85 – 88 Controlling & Passing = Y1 89 – 90 Kicking = Y1 91 – 94 Striking = Y1 95 – 102 Skipping = Y1 103 - 104</p>

Scheme of work for Physical Education

Year 1/2

Unit Title: DANCE UNIT 1

National Curriculum POS:

- 3a – To describe & evaluate what they have done
- 3b – To observe, describe, copy & evaluate what other have done
- 4b – To recognise & describe how their bodies feel after exercise
- 6a – To use movement imaginatively, responding to stimuli
- 6b – To change the rhythm, speed, level and direction of their movements
- 6c – To perform dances using simple movement patterns

Key Ideas:

- To explore a variety of basic body actions
- To use different parts of their bodies to make shapes, movements and patterns
- To create, perform and evaluate short, phrases, dances and sequences

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To explore movement ideas, responding imaginatively to a variety of stimuli • To listen to instructions & be aware of the safety issues surrounding PE • To change the rhythm, speed, level & direction of their movements • To compose & link movements to make simple dances with clear beginning, middle & end • To use a range of different body parts in their dancing / movements • To watch, copy, describe and evaluate what they and other are doing • To compare how their body feels when still & when exercising 	<ul style="list-style-type: none"> • Word Bank – See DCC Y1 25 • Percussion instruments e.g. tambour • For suggested music & poetry see DCC Y1 Dance lesson plans 	<ul style="list-style-type: none"> • Word Bank – See DCC Y1 25 • Words which describe various ways of travelling e.g. gallop, skip, jump, freeze, statue • Direction / position words e.g. backwards, forwards, left, right • Mood / Feelings words e.g. jolly, stormy, angry, happy • Words to describe nature of the movement e.g. bounce, curl up, stretch 	<p style="text-align: center;">Year 1 Dance</p> <p style="text-align: center;">Cornflakes = Y1 25 – 29</p> <p style="text-align: center;">Machines = Y1 30 – 34</p> <p style="text-align: center;">Mr Men = Y1 35 – 39</p> <p style="text-align: center;">Working Dance = Y1 40 - 44</p> <p style="text-align: center;">Weather = Y1 45 – 49</p> <p style="text-align: center;">Magic Carpet = Y1 50 -54</p>

Scheme of work for Physical Education

Year 1/2

Unit Title: GYMNASTICS UNIT 1

National Curriculum POS:

- 1a – To continue to practise and develop a number of basic skills e.g. throwing, catching, kicking, striking, skipping etc.
- 1b – To remember, repeat & evaluate skills with increasing control & coordination
- 2a – To explore how to choose & apply skills & actions in a sequence
- 2b – To explore how to choose & apply skills and actions in sequence and in combination
- 3b – To observe, describe, copy & evaluate what other have done
- 4a – To be aware of the importance of being active
- 4b – To recognise & describe how their bodies feel after exercise

Key Ideas:

- To explore movement, stillness and how to find and use space safely
- To explore basic gymnastic actions on the floor and using apparatus
- To create, copy, perform and evaluate short movement phases

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To explore gymnastics actions & still shapes • To move confidently and safely in their own space, using changes of speed, level & direction • To copy or create & link movement phases with beginnings, middles & ends • To perform movement phases using a range of body actions & body parts • To know how to carry & place apparatus safely • To watch, copy, describe and evaluate what they and other are doing • To compare how their body feels when still & when exercising 	<ul style="list-style-type: none"> • Hand / feet markers • Benches / low platforms (inclines planks / benches) • Hoops • Mats • Skipping ropes • Large apparatus 	<ul style="list-style-type: none"> • Jump, land, rock, roll, push, pull, bounce, hop, skip, crawl, balance • Shape e.g. tall, long, wide, narrow, bridge, star • Direction • Level • Pathway • Tension, extension, relaxation 	<p style="text-align: center;">Y1 Gymnastics</p> <p style="text-align: center;">Travelling = Y1 1 – 4</p> <p style="text-align: center;">Body Shape (Curling & stretching) = Y1 5 – 8</p> <p style="text-align: center;">Supporting Weight = Y1 9 – 12</p> <p style="text-align: center;">Transference of Weight = Y1 13 – 16</p> <p style="text-align: center;">Body Shape (Balancing) = Y1 17 – 20</p> <p style="text-align: center;">Supporting Body Weight = Y1 21 - 24</p>

Scheme of work for Physical Education

Year R/1/2

Unit Title: *ATHLETICS UNIT 1*

Learning Objective / POS	Activity Guidelines	Resources	Vocabulary	DDC Lesson Plan Ref
<ul style="list-style-type: none"> • 10b/4a – To demonstrate they can run at different speeds • 1a/10a – To run continuously for approx 1 min & show difference between running at speed & jogging • 2b/10b – To throw with increasing accuracy & coordination into targets set at different distances 	<p>Run at different speeds; relay activity with guidance; jump with accuracy in & out of designated areas from standing position; throw variety of objects using range of techniques.</p> <p>Run at fast, medium & slow speeds, changing speed & direction</p> <p>Throw a variety of objects, changing their action for accuracy & distance</p>	<ul style="list-style-type: none"> • Cones / markers • Hoops • Beanbags • Balls of different sizes • Measuring tape • Stop watch • Top Sport cards • QCA teaching activities 	<ul style="list-style-type: none"> • Speed, distance, vary, change, consistency • Accuracy, control, coordination • Run, jump, throw 	<p>See Y3 Games skills lesson plans – Throwing / catching / rolling</p> <p style="text-align: center;">Y3 55 - 81</p>

<ul style="list-style-type: none"> • 10a/c – To use different techniques, speeds & effort to meet challenges set for running, jumping & throwing • 4a – To describe what happens to their heart, breathing & temperature during different types of athletic activity • 10b – To create a sequence of jumps & demonstrate control. To describe what they have done & evaluate performance 	<p>Take part in a relay activity Link running jumping & jumping activities with some fluency, control & consistency</p> <p>Show greater difference between slow & fast speeds; start at a medium pace for a longer distance; make & teach peers short sequence of jumps; throw more accurately / controlled & over greater distances; identify changes that take place after exercise & describe how their bodies react when running, jumping & throwing</p>			
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Scheme of work for Physical Education

Year 3

Summer Term

Unit Title: ATHLETICS UNIT 1

Learning Objective / POS	Activity Guidelines	Resources	Vocabulary	DDC Lesson Plan Ref
<ul style="list-style-type: none"> • 10b/4a – To demonstrate they can run at different speeds • 1a/10a – To run continuously for approx 1 min & show difference between running at speed & jogging • 2b/10b – To throw with increasing accuracy & coordination into targets set at different distances 	<p>Run at different speeds; relay activity with guidance; jump with accuracy in & out of designated areas from standing position; throw variety of objects using range of techniques.</p> <p>Run at fast, medium & slow speeds, changing speed & direction</p> <p>Throw a variety of objects, changing their action for accuracy & distance</p>	<ul style="list-style-type: none"> • Cones / markers • Hoops • Beanbags • Balls of different sizes • Measuring tape • Stop watch • Top Sport cards • QCA teaching activities 	<ul style="list-style-type: none"> • Speed, distance, vary, change, consistency • Accuracy, control, coordination • Run, jump, throw 	<p>See Y3 Games skills lesson plans – Throwing / catching / rolling</p> <p style="text-align: center;">Y3 55 - 81</p>

<ul style="list-style-type: none"> • 10a/c – To use different techniques, speeds & effort to meet challenges set for running, jumping & throwing • 4a – To describe what happens to their heart, breathing & temperature during different types of athletic activity • 10b – To create a sequence of jumps & demonstrate control. To describe what they have done & evaluate performance 	<p>Take part in a relay activity Link running jumping & jumping activities with some fluency, control & consistency</p> <p>Show greater difference between slow & fast speeds; start at a medium pace for a longer distance; make & teach peers short sequence of jumps; throw more accurately / controlled & over greater distances; identify changes that take place after exercise & describe how their bodies react when running, jumping & throwing</p>			
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Scheme of work for Physical Education

Year 3

Autumn / Spring Term

Unit Title: *INVASION GAMES UNIT 1*

National Curriculum POS:

- 1b – To use a range of skills to help them keep possession & control of the ball
- 2b – To pass, receive & dribble the ball, keeping control & possession consistently
- 2b/c – To use a range of skills to keep possession & make progress towards the goal, on their own & with others
- 3a – To recognise players who play well in games & give some reasons why
- 4b – To recognise & describe what happens to their breathing & heart when they play games, & begin to link this to how warm they feel

Key ideas:

- To play invasion games
- To learn to outwit their opponent
- To develop skills in finding & using space to keep the ball

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To throw & catch with control to keep possession & score 'goals' • To keep possession with some success when using equipment that is not used for throwing & catching skills • To be aware of space & use it to support team mates & cause problems for the opposition • To know & use rules fairly to keep a game going • To explain why it is important to warm up & cool down • To be able to say when a player has moved to help others & to apply this knowledge to their own play 	<ul style="list-style-type: none"> • Balls of different sizes • Markers / cones • Hockey sticks • Bats – wooden / plastic • DDC Introduction to Games Pack – Suggests coloured grids & invasion game rules • QCA teaching activities 	<ul style="list-style-type: none"> • Keeping possession • Scoring 'goals' • Making space • Pass, send, receive • Dribble, travel with the ball • Support other • Follow a pattern of play 	<p style="text-align: center;">Year 3 Games</p> <p>Throwing = Y3 55 – 68 Catching = Y3 69 – 78 Rolling = Y3 79 – 82 Bouncing = Y3 83 – 90 Kicking = Y3 91 – 94 Striking = Y3 95 – 102 Hockey / Shinty Stick = Y3 103 - 104</p>

Scheme of work for Physical Education

Year 3

Autumn Term

Unit Title: DANCE UNIT 3

National Curriculum POS:

- 1a/6a/b – To show an imaginative response to different stimuli through their use of language & choice of movement
- 1b/6a – To incorporate different qualities & dynamics into their movement
- 2a/b/6a – To link actions to make dance phrases, working with a partner & in a small group
- 4b – To use simple language to explain why they need to warm up & cool down
- 3a/b – To recognise unison & canon & suggest improvements

Key ideas:

- To perform dances focussing on creating, adapting & linking a range of dance movements & activities
- To work with a partner or as part of a small group

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To improvise freely, translating ideas from stimulus into movement • To create dance phrases that communicate ideas • To use dynamic, rhythmic & expressive qualities clearly & with control • To share & create dance phrases with a partner & in a small group • To repeat, remember & perform these phrases in a dance • To understand the importance of warming up & cooling down • To recognise & talk about the movements used & the expressive qualities of the dance • To suggest improvements to other, own & other people's dances 	<ul style="list-style-type: none"> • Recorded sounds • Percussion instruments • Accompanying music & other stimuli – see DDC lesson plans 	<ul style="list-style-type: none"> • Words to describe action e.g. space, dynamics • Words to describe group formations e.g. square, circle, line • Partner, copy, follow, lead • Structure • Dance phrases, canon, unison • Improvise, explore 	<p style="text-align: center;">Year 3 Dance</p> <p style="text-align: center;">Shape = Y3 23 – 28</p> <p style="text-align: center;">Seaside = Y3 29 – 33</p> <p style="text-align: center;">Monsters = Y3 34 – 38</p> <p style="text-align: center;">Opposites = Y3 39 – 44</p> <p style="text-align: center;">Road Transport = Y3 45 – 49</p> <p style="text-align: center;">Fairground = Y3 50 – 54</p> <p style="text-align: center;">Weather = Y3 A3</p>

Scheme of work for Physical Education

Year 3

Spring Term

Unit Title: GYMNASTICS UNIT 3

National Curriculum POS:

- 1a/b/8a – To explore combinations of floor, mats & apparatus, & find different ways of using shape, balance or travel
- 2a/8b – To adapt a sequence to include different levels, speeds or directions
- 4a/b – To understand the importance of warming up
- 4a/b – To identify when their body is warm & stretched ready for gymnastic activity
- 4c – To understand that strength & suppleness are importance parts of fitness
- 3a – To explain the differences between two performances
- 3b – To understand what is involved in the process of improving a performance

Key Ideas:

- To improve the quality of movement
- To plan & perform sequences
- To lay foundations for future gymnastics units

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use a greater number of their own ideas for movements in response to a task • To choose & plan sequences of contrasting actions • To adapt sequences to suit different types of apparatus & their partner's ability • To suggest warm up activities • To explain how strength & suppleness affect performance • To identify some muscle groups used in gymnastic activities • To compare & contrast gymnastic sequences, commenting on similarities & differences • With help, to recognise how performances could be improved 	<ul style="list-style-type: none"> • Large & small apparatus • Mats • Benches / planks • Raised platforms • Hoops • Ropes • Markers / cones 	<ul style="list-style-type: none"> • Inverted • Contrasting / comparing • Flow • Combinations • Half turn • Sustained • Explosive • Perform, improve, evaluate, adapt 	<p style="text-align: center;">Year 3 Gymnastics</p> <p style="text-align: center;">Transference of body weight = Y3 1 – 10</p> <p style="text-align: center;">Body Shape = Y3 11 – 22</p> <p style="text-align: center;">*See also KS1 Appendix 1</p> <p style="text-align: center;">*Revise Key skills from KS1 Gymnastics curriculum</p>

Scheme of work for Physical Education

Year 3

Summer Term

Unit Title: *STRIKING & FIELDING GAMES UNIT 1*

National Curriculum POS:

- 1b – To use a range of skills with increasing control
- 2a/7b – To choose & use batting or throwing skills to make the game hard for their opponents
- 2c/7c – To be familiar with & use the rules set, & keep games going without disputes
- 4b – To know the demand that specific activities make on their bodies
- 4b – To know the importance of warming up
- 3a – To describe what is successful in their own & others' play
- 3b – To identify parts of their performance that need improvements, and suggest how to achieve this

Key Ideas:

- To practise a range of skills which will be useful in the playing of striking & fielding games
- To think about & understand the use of tactics within a particular game
- To watch, describe & feedback to others about their performance & use this information to improve their own skills
- To work together as part of a team

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use a range of skills e.g. throwing, striking, intercepting & stopping a ball, with some control & accuracy • To choose & vary skills & tactics to suit the situation in the game • To carry out tactics successfully; set up small games • To know the rules & use them fairly to keep games going • To explain what they need to do to get ready to play games • To carry out warm ups with care & an awareness of what is happening to their bodies • To describe what they and others do that is successful • To suggest what needs practising 	<ul style="list-style-type: none"> • Balls of different sizes • Bats – for different games e.g. rounders, tennis • Markers / cones • Nets • Beanbags • Wickets • Resource cards (Top Sport) with rules & illustrations • QCA teaching activities 	<ul style="list-style-type: none"> • Throw, catch, strike, intercept, control • Tactics, strategy • Awareness, performance • Batting, fielding, bowler, wicket, tee, base, boundary, rounder 	<p style="text-align: center;">Year 3 Games</p> <p>Throwing = Y3 55 – 68</p> <p>Catching = Y3 69 – 78</p> <p>Rolling = Y3 79 – 82</p> <p>Bouncing = Y3 83 – 90</p> <p>Kicking = Y3 91 – 94</p> <p>Striking = Y3 95 – 102</p> <p>Hockey / Shinty Stick = Y3 103 - 104</p>

Scheme of work for Physical Education

Year 4

Autumn / Spring Term

Unit Title: *INVASION GAMES UNIT 2*

National Curriculum POS:

- 1b – To show growing consistency and control in games
- 2c – To keep & use rules they are given
- 2a/7b – To use a range of tactics to keep possession of the ball & get into positions to shoot or score
- 3b – To describe the help they need to improve their play
- 4b – To use the knowledge they are learning in PE to make up suitable warm up activities for the games they are playing

Key Ideas:

- To learn simple attacking tactics
- To learn to defend
- To use strategies to outwit their opponent

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To play games with some fluency & accuracy, using a range of throwing & catching techniques • To know the rules of the game • To find ways of attacking successfully when using other skills • To use a variety of simple tactics for attacking well, keeping possession of the ball as a team, & getting into positions to score • To understand how strength, stamina & speed can be improved by playing invasion games • To lead a partner through short warm up routines • To watch others' performances, as well as their own, & suggest practices that will help them & others play better 	<ul style="list-style-type: none"> • Large balls • Soft balls • Hoops & cones • Mini – hockey sticks • Bibs / coloured bands for teams • Adequate space • QCA teaching activities 	<ul style="list-style-type: none"> • Keep possession • Make & use space • Support • Pass • Points, goals • Rules • Tactics • Control, consistency • Teamwork 	<p style="text-align: center;">Year 4 Games</p> <p>Throwing = Y4 54 – 65</p> <p>Catching = Y4 66 – 82</p> <p>Rolling = Y4 83 – 87</p> <p>Bouncing = Y4 88 – 95</p> <p>Kicking = Y4 96 – 99</p> <p>Heading = Y4 100 – 101</p> <p>Striking = Y4 102 – 109</p> <p>Hockey / Unihoc sticks = Y4 110 - 111</p>

Scheme of work for Physical Education

Year 4

Autumn / Spring Term

Unit Title: GYMNASTICS UNIT 4

National Curriculum POS:

- 1b/8a – To perform a range of actions with consistency, fluency & clarity of movement
- 2a – To combine actions & maintain the quality of performance when performing at the same time as a partner
- 8b – To combine actions to make sequences with changes of speed, level & direction, & clarity of shape
- 8b – To gradually increase the length of sequences
- 3a/4a – To understand that strength & suppleness are key features of gymnastic performance
- 4b – To devise routines of stretching exercises that prepare them for their gymnastic work
- 3a/b – To make simple assessments of performance based on a criterion given by the teacher
- 3a/b – To use these assessments to modify & refine their sequences & others' work
- 3b – To offer constructive ideas when working with a partner, including ideas on balances, inversion & transfer of weight

Key Ideas:

- To create sequences that include changes of level & speed
- To show control & precision in movement
- To lay foundations for future gymnastics work

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To perform actions, balances, body shapes & agilities with control • To adapt their own movements to include a partner in a sequence • To plan, perform & repeat longer sequences that include changes of speed & level, clear shapes & quality of movement • To understand that strength & suppleness can be improved • To lead a partner through short warm up routines • To recognise criteria that lead to improvement e.g. changing a level • To watch, describe & suggest possible improvements to others' performances; suggest improvements to their own performance 	<ul style="list-style-type: none"> • Low apparatus e.g. mats & benches • Portable apparatus e.g. planks, ladders & tables • Fixed apparatus e.g. Ropes & climbing frames 	<ul style="list-style-type: none"> • Rotation • Spinning • Axis • Strength, suppleness, stamina • Combine, perform, repeat, evaluate • Approaching, leaving • Height • Inversion 	<p style="text-align: center;">Year 4 Gymnastics</p> <p style="text-align: center;">Supporting Body Weight = Y4 1- 4</p> <p style="text-align: center;">Springing & Landing = Y4 5 – 10</p> <p style="text-align: center;">Receiving Body Weight = Y4 11 - 20</p>

Scheme of work for Physical Education

Year 4

Autumn / Spring Term

Unit Title: DANCE UNIT 4

National Curriculum POS:

- 1a/6b – To think about character & narrative ideas created by stimulus, & respond through movement
- 2a/6a – To experiment with a wide range of actions, varying & combining spatial patterns, speed, tension & continuity when working on their own, with a partner or in a group
- 6a/2a – To remember, practice & combine longer, more complex dance phrases
- 2a – To communicate what they want through their dances & perform with fluency & control, showing sensitivity to the accompaniment & to others
- 4b – To show understanding of warming up & cooling down, & choose appropriate activities to do on their own
- 3a – To describe & interpret dance movements using appropriate vocabulary

Key Ideas:

- To create character & narrative through movement & gesture
- To gain inspiration from a range of subjects
- To use movement to explore ideas, issues, feelings & thoughts

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To respond imaginatively to a range of stimuli related to character & narrative • To use simple motifs & movement patterns to structure dance phrases on their own, with a partner & in a group • To refine, repeat & remember dance phrase & dance • To perform dances clearly & fluently • To show sensitivity to the dance ideas & the accompaniment • To show clear understanding of how to warm up & cool down safely • To describe, interpret & evaluate dance, using appropriate language 	<ul style="list-style-type: none"> • Percussion instruments • A variety of stimuli – see DDC lesson plans & music list 	<ul style="list-style-type: none"> • Character, narrative • Costume, props • Describe, analyse, interpret, evaluate • Communication, gesture • Words to describe choreographic devices e.g. unison, canon, repetition • Myth, legend • Mobilise joints • Diet 	<p style="text-align: center;">Year 4 Dance</p> <p style="text-align: center;">Sayings = Y4 21 – 26</p> <p style="text-align: center;">TV Detectives = Y4 27 – 31</p> <p style="text-align: center;">Olympics = Y4 32 – 37</p> <p style="text-align: center;">Fire = Y4 38 – 42</p> <p style="text-align: center;">Litter = Y4 43 – 47</p> <p style="text-align: center;">Patterns = Y4 48 – 53</p> <p style="text-align: center;">Water = Y4 A1 – 2</p> <p style="text-align: center;">Country Dance = Y4 A3</p>

Scheme of work for Physical Education

Year 4

Spring / Summer Term

Unit Title: NET / WALL GAMES UNIT 1

National Curriculum POS:

- 7c – To keep a game going using a range of different ways of throwing
- 1b/7a – To play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, & increasingly keeping a rally going using a small range of shots
- 2a/b/7b – To try to make things difficult for an opponent by directing the ball to space, at different speeds & heights
- 2c – To use the rules & keep games going without disputes
- 4a – To recognise what is happening to their bodies when playing the games
- 3a – To describe what is successful in their own & others' play
- 3b – To identify aspects of their game that need improving, & say how & where they could go about improving them

Key Ideas:

- To develop the skills the children need for net / wall games
- To direct a ball to a target area
- To direct a ball into space / away from their opponent

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To keep up a continuous game, using a range of throwing & catching skills & techniques • To use a small range of basic racket skills • To choose & use a range of simple tactics for sending a ball in different ways to make it difficult for their opponent • To choose & use a range of simple tactics for defending their own court • To adapt & refine the rules • To make up their own net games • To understand the point of the game • To keep rules effectively & fairly • To recognise how net games make the body work • To talk about what they do well & recognise the things they could do better 	<ul style="list-style-type: none"> • Markers, cones, chalk lines, grids to make a court • Small balls, beanbags • Equipment to divide courts e.g. nets, benches, cones • Top Sport cards 	<ul style="list-style-type: none"> • Court, target, net • Striking, hitting • Defending • Making it difficult for the opponent • Tactics • Scoring points 	<p style="text-align: center;">Year 4 Games</p> <p style="text-align: center;">Throwing = Y4 54 – 65</p> <p style="text-align: center;">Catching = Y4 66 – 82</p> <p style="text-align: center;">Bouncing = Y4 88 – 95</p> <p style="text-align: center;">Kicking = Y4 96 – 99</p> <p style="text-align: center;">Heading = Y4 100 – 101</p> <p style="text-align: center;">Striking = Y4 102 – 109</p>

Scheme of work for Physical Education

Year 4

Summer Term

Unit Title: ***ATHLETICS UNIT 2***

Learning Objective / POS	Activity Guidelines	Resources	Vocabulary	DDC Lesson Plan Ref
<ul style="list-style-type: none"> • 1a/1b – To run consistently & smoothly at different speeds • 10c/2a/b – To demonstrate different combinations of jumps, showing control, coordination & consistency • 10c/2a/b – To recognise that there are different styles of jumping, running & throwing, & that they need to choose the best for a particular challenge & type of equipment 	<ul style="list-style-type: none"> • Understand & demonstrate the difference between sprinting & running for sustained periods • Perform a range of jumps, showing consistent technique & sometimes using a short run up 	<ul style="list-style-type: none"> • Cones / markers • Hoops • Beanbags • Balls of different sizes • Measuring tape • Stop watch • Top Sport cards • QCA teaching activities 	<ul style="list-style-type: none"> • Speed, distance, vary, change, consistency • Accuracy, control, coordination • Run, jump, throw 	<p>See Y4 Games skills lesson plans – Throwing / catching / rolling</p> <p>Y4 54 - 86</p>

<ul style="list-style-type: none"> • 2b – To throw a range of implements into a target area with consistency & accuracy • 4a/b – To recognise & record that their body works differently in different types of challenges & events • 4a/b – To carry out stretching & warming up activities safely • 3a – To watch & describe specific aspects of running, jumping & throwing styles 	<ul style="list-style-type: none"> • Know & demonstrate a range of throwing techniques • Throw with some accuracy & power into a target area • Relate different types of activity to different heart rates & body temperatures, & use some of these activities when warming up • Compare & contrast performances using appropriate language 			
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Scheme of work for Physical Education

Year 5

Autumn Term

Unit Title: NET / WALL GAMES UNIT 2

National Curriculum POS:

- 1a/b/7a – To play shots on both sides of the body & above their heads in practises & when the opportunity arises in a game
- 1a/2a – To show good backswing, follow through & feet positioning
- 2a/7b – To spot the spaces in their opponent's court & try to hit the ball towards them
- 4b – To carry out warm up activities carefully & thoroughly
- 4a – To give good explanations of how warm up activities affect the body
- 3a/b – To know what they are successful at & what they need to practise more
- 3b – To try things out & ask for help to perform better
- 3b – To explain what they are trying to do & why it is a good idea

Key Ideas:

- To develop skills when playing games using rackets
- To learn tactics for playing racket games
- To make it difficult for the opponent to return the ball

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use forehand, backhand & overhead shots increasingly well in games they play • To use the volley in games where it is important • To use the skills they prefer with competence & consistency; understand the need for tactics • To start to choose & use some tactics effectively • To play cooperatively with a partner; apply rules consistently & fairly • To identify appropriate exercises & activities for warming up • To recognise how these games make their bodies work • To pick out what they & others do well & suggest ideas for practices 	<ul style="list-style-type: none"> • Tennis rackets • Small balls, tennis balls & sponge balls • Markers / cones to make courts • Benches to make nets • Nets (if available) • Top Sport Cards • QCA Suggested teaching activities 	<ul style="list-style-type: none"> • Forehand, backhand, volley, overhead • Rally • Singles, doubles • Using width, using depth, changing direction • Short tennis, badminton • Defending court, partner 	<p style="text-align: center;">Year 5 Games</p> <p style="text-align: center;">Striking – Tennis = Y5 108 - 114</p>

Scheme of work for Physical Education

Year 5

Autumn Term

Unit Title: GYMNASTICS UNIT 5

National Curriculum POS:

- 8a/b – To perform combinations of actions & agility that show clear differences between levels, speeds & directions
- 1b – To perform actions, shapes & balances clearly, consistently & fluently, with good body tension & extension
- 2a/8a/b – To repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape & changes in direction
- 4b – To take more responsibility for their own warm up
- 4d – To know how muscles work, how to stretch, & how to carry out strengthening exercises safely
- 4a – To know why strength & suppleness are important in gymnastics
- 3a – To watch & comment on the quality of movements, shapes & balances, & the way apparatus is used
- 3b – To suggest improvements to speed, direction & level in the composition

Key Ideas:

- To create longer sequences to perform for an audience
- To learn a wider range of actions & explore more complex ways to perform
- To use a range of skills in combination & in sequence
- To show increased control, coordination & precision

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To create, practise & refine longer, more complex sequences for a performance, including changes in level, direction & speed • To choose actions, body shapes & balances from a wider range of themes & ideas • To adapt their performance to the demands of the task, using their knowledge of composition • To lead small groups in warm up activities • To understand the need for warming up & working on body strength, tone & flexibility • To use basic set criteria to make simple judgements about performances & suggest ways they could be improved 	<ul style="list-style-type: none"> • Low apparatus e.g. benches • Intermediate apparatus e.g. raised benches, box tops, padded platforms • High apparatus e.g. ropes, climbing frames • Appendix 1 - Educational Gymnastics Diagrams 	<ul style="list-style-type: none"> • Asymmetry, symmetry • Display, performance, adapting, evaluation, matching • Flight • Feet apart, feet together • Crouch • Inclined 	<p style="text-align: center;">Yr 5 Gymnastics</p> <p style="text-align: center;">Symmetry & Asymmetry = Y5 1 – 10</p> <p style="text-align: center;">Balance = Y5 11 - 19</p>

Scheme of work for Physical Education

Year 5

Spring Term

Unit Title: INVASION GAMES UNIT 3

National Curriculum POS:

- 1a/b/7b – To perform skills with accuracy, confidence & control
- 2b / 7b – To choose positions in their teams & know how to help when attacking
- 7b – To use a variety of tactics to keep the ball, e.g. changing speed & direction
- 7b – To know & find ways to get the ball towards their opponents goal
- 7b – To know how to mark & defend their goal(s)
- 4b – To suggest ideas for warming up, explaining their choice
- 3b – To recognise parts of a performance that could be improved, & identify practises that will help

Key Ideas:

- To develop skilful attacking & team play
- To learn how to work as a team
- To explore how to defend
- To try to get into good positions for shooting

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To pass, dribble & shoot with control in games • To identify & use tactics to help their team keep the ball & take it towards the opposition's goal • To mark opponents & help each other in defence • To know & carry out warm up activities that use exercises helpful for invasion games • To pick out things that could be improved in performances & suggest ideas & practises to make them better 	<ul style="list-style-type: none"> • Balls – a range of sizes • Soft hockey balls • Netballs / basketballs • Bib / coloured bands • Cones / markers • Hockey sticks • QCA suggested teaching activities 	<ul style="list-style-type: none"> • Keeping possession • Passing, dribbling, shooting • Shielding the ball • Width, depth • Support, marking, defending 	<p style="text-align: center;">Year 5 Games</p> <p style="text-align: center;">Throwing / Catching (netball / basketball / rugby) = Y5 61 – 82</p> <p style="text-align: center;">Football = Y5 83 – 99</p> <p style="text-align: center;">Hockey = Y5 100 – 107</p>

Scheme of work for Physical Education

Year 5

Spring Term

Unit Title: DANCE UNIT 5

National Curriculum POS:

- 6a – To explore improvise & choose appropriate material to create new motifs in a chosen dance style
- 1b – To perform specific skills & movement patterns for different dance styles with accuracy
- 2a/6a – To compose, develop & adapt motifs to make dance phrases & use these in longer dances
- 4b – To warm up & cool down independently
- 3a – To use appropriate dance terminology to identify & describe different styles in their own & others' dances
- 3b – To suggest ways to develop their technique & composition

Key Ideas:

- To learn different styles of dance
- To focus on dancing with other people
- To create, perform & watch dances in a range of styles, working with partners & groups

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To compose motifs & plan dances creatively & collaboratively in groups • To perform different styles of dance clearly & fluently • To adapt & refine the way they use weight, space & rhythm in their dances to express themselves in the style of the dance they use • To organise their own warm up & cool down exercises • To show an understanding of safe exercising • To recognise & comment on dances showing an understanding of the style • To suggest ways to improve their own & other people's work 	<ul style="list-style-type: none"> • Percussion instruments • Video camera • A variety of stimuli e.g. books, costumes, pictures – see DCC Dance lesson plans • Music – see DCC Dance lesson plans for specific suggestions 	<ul style="list-style-type: none"> • Dance, style technique • Formation, pattern, gesture, rhythm • Language specific to the particular dance styles • Motif, variation 	<p style="text-align: center;">Year 5 Dance</p> <p style="text-align: center;">Walk a while in my shoes = Y5 20 – 24</p> <p style="text-align: center;">Weather = Y5 25 – 30</p> <p style="text-align: center;">Robots = Y5 31 – 35</p> <p style="text-align: center;">Nightmares = Y5 36 – 41</p> <p style="text-align: center;">Space = Y5 42 – 45</p> <p style="text-align: center;">Newspapers = Y5 46 – 52</p> <p style="text-align: center;">Traffic – Y5 A1</p> <p style="text-align: center;">Cricket = Y5 A2</p> <p style="text-align: center;">Street Dance = Y5 A3</p>

Scheme of work for Physical Education

Year 5

Summer Term

Unit Title: *STRIKING / FIELDING GAMES UNIT 2*

National Curriculum POS:

1a – To use different ways of bowling

1b – To bowl underarm accurately

1b – To vary how they bowl

1b – To field with increased accuracy

1b – To throw over arm with accuracy & for a good distance

1a/b – To bat effectively, using different types of shot

7c – To plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling & fielding

7b/2c – To use tactics which involve bowlers & fielders working together

4a/b – To make up their own warm up & explain how it is organised

3a/b – To recognise their own & others' strengths

3a/b – To identify what they need to improve in their performance & suggest how they could do this

Key Ideas:

- To develop the range & quality of striking & fielding games
- To play different roles of bowler, wicket-keeper, backstop, fielder & batter
- To use strategies & tactics to outwit the opposition
- When fielding, try to prevent points being scored

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use a range of fielding skills e.g. throwing, catching, bowling, intercepting, with growing control & consistency • To strike a bowled ball • To work collaboratively in pairs, group activities & small-sided games • To use & apply the basic rules consistently & fairly • To understand & implement a range of tactics in games • To recognise the activities & exercises that need including in a warm up • To identify their own strengths & suggest practises to help them improve 	<ul style="list-style-type: none"> • A range of bats • Ball – of varying sizes • Beanbags • Markers / cones • Posts • Wickets • Cones • QCA suggested teaching activities 	<ul style="list-style-type: none"> • Stance • Crease • Non – striker • Leg – side • Innings • Offside • Home base • Pitch • Over 	<p style="text-align: center;">Year 5 Games</p> <p style="text-align: center;">Cricket (Striking, throwing & catching) = Y5 115 – 120</p> <p style="text-align: center;">Cricket (Striking, bowling & fielding) = Y5 121 – 125</p> <p style="text-align: center;">Cricket (Striking & batting) = Y5 126 – 128</p> <p style="text-align: center;">Rounders = 129 - 133</p>

Scheme of work for Physical Education

Year 5

Summer Term

Unit Title: ***ATHLETICS UNIT 3***

National Curriculum POS:

Learning Objective / POS	Activity Guidelines	Resources	Vocabulary	DDC Lesson Plan Ref
<ul style="list-style-type: none"> • 1b/10a/c – To sustain their pace over longer distances e.g. Sprint for seven seconds, run for one or two minutes • 1c/b/10b – To throw with greater control, accuracy & efficiency • 1b/10b – To perform a range of jumps showing power, control & consistency at both take off & landing 	<ul style="list-style-type: none"> • To choose the best pace for a running event, so they can sustain their running & improve on a personal target • To show accuracy & good technique when throwing distances • To show control at take-off in jumping activities 	<ul style="list-style-type: none"> • Cones / markers • Hoops • Beanbags • Balls of different sizes • Measuring tape • Stop watch • Top Sport cards • QCA teaching activities 	<ul style="list-style-type: none"> • Speed, distance, vary, change, consistency, pace • Accuracy, control, coordination, power, stamina • Run, jump, throw 	<p style="text-align: center;">Year 5 Athletic</p> <p style="text-align: center;">Walking / Running = Y5 135 – 134</p> <p style="text-align: center;">Jumping (long jump, triple jump, high jump) = Y5 135 – 142</p> <p style="text-align: center;">Throwing (Pushing, over arm, slinging) = Y5 143 – 148</p> <p style="text-align: center;">Hurdles = Y5 149 – 150</p> <p style="text-align: center;">Relays = Y5 151 - 153</p>

<ul style="list-style-type: none"> • 2b/c – To organise themselves in small groups safely, & take turns & different roles • 4a/c – To say why some athletic activities can improve strength, power or stamina, & explain how these can help their performance in other types of activity • 3a – To watch a partner’s athletic performance & identify the main strengths 	<ul style="list-style-type: none"> • To organise & manage an athletic activity well • To understand how stamina & power help people to perform well in different athletic activities • To identify good athletic performance & explain why it is good, using agreed criteria 			
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Scheme of work for Physical Education

Year 6

Autumn / Summer Term

Unit Title: NET / WALL GAMES UNIT 2

National Curriculum POS:

- 1a/b/7a – To play shots on both sides of the body & above their heads in practises & when the opportunity arises in a game
- 1a/2a – To show good backswing, follow through & feet positioning
- 2a/7b – To spot the spaces in their opponent's court & try to hit the ball towards them
- 4b – To carry out warm up activities carefully & thoroughly
- 4a – To give good explanations of how warm up activities affect the body
- 3a/b – To know what they are successful at & what they need to practise more
- 3b – To try things out & ask for help to perform better
- 3b – To explain what they are trying to do & why it is a good idea

Key Ideas:

- To develop skills when playing games using rackets
- To learn tactics for playing racket games
- To make it difficult for the opponent to return the ball

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use forehand, backhand & overhead shots increasingly well in games they play • To use the volley in games where it is important • To use the skills they prefer with competence & consistency; understand the need for tactics • To start to choose & use some tactics effectively • To play cooperatively with a partner; apply rules consistently & fairly • To identify appropriate exercises & activities for warming up • To recognise how these games make their bodies work • To pick out what they & others do well & suggest ideas for practices 	<ul style="list-style-type: none"> • Tennis rackets • Small balls, tennis balls & sponge balls • Markers / cones to make courts • Benches to make nets • Nets (if available) • Top Sport Cards • QCA Suggested teaching activities 	<ul style="list-style-type: none"> • Forehand, backhand, volley, overhead • Rally • Singles, doubles • Using width, using depth, changing direction • Short tennis, badminton • Defending court, partner 	<p style="text-align: center;">Year 6 Games</p> <p style="text-align: center;">Striking – Tennis = Y6 97 - 103</p>

Scheme of work for Physical Education

Year 6

Autumn Term

Unit Title: *GYMNASTICS UNIT 6*

National Curriculum POS:

- 2a/b – To work well with a partner or a small group to practise & refine their work
- 2a/b/8a – To make up long sequences & perform them with fluency & clarity of movement
- 8b – To vary direction, levels & pathways, to improve the look of a sequence
- 4b – To understand what it is important to include in a warm up for gymnastic activity
- 4b – To recognise that a cool down is important
- 4c – To understand how gymnastic activity helps their overall health
- 3a/b – To watch performances & use criteria to make judgements & suggest improvements
- 3a/b – To explain how a sequence is formed, using appropriate terminology to describe technique & composition when evaluating both their own & others' performances

Key Ideas:

- To use compositional principles to develop sequences that show awareness of their audience
- To use skills & abilities individually, in combination & in sequence
- To show control & precision

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • In small groups, to prepare a sequence to be performed to an audience • To make up longer, more complex sequences, including changes of direction, level & speed • To combine & perform gymnastic actions, shapes & balances • To show clarity, fluency, accuracy & consistency in their movements • To develop their own solutions to a task by choosing & applying a range of compositional principles • To understand the importance of warming up & cooling down • To say in simple terms, why activity is good for their health, fitness & well being • To show an awareness of factors influencing the quality of a performance & suggest aspects that need improving 	<ul style="list-style-type: none"> • Low apparatus e.g. mats • Intermediate apparatus e.g. benches, box tops, padded platforms • High apparatus e.g. high tables, ropes, climbing frames • Appendix 1 - Educational Gymnastics Diagrams 	<ul style="list-style-type: none"> • Counterbalance • Counter – tension • Tension • Obstacle • Straddle over • Aesthetic • Judgement 	<p style="text-align: center;">Year 6 Gymnastics</p> <p style="text-align: center;">Flight Y6 1 – 9</p> <p style="text-align: center;">Partner Work = Y6 10 - 19</p>

Scheme of work for Physical Education

Year 6

Autumn / Spring Term

Unit Title: *INVASION GAMES UNIT 4*

National Curriculum POS:

1a/b/7b – To combine & perform skills with control, adapting them to meet the needs of the situation

2a/b/7a/c – To choose when to pass or dribble, so that they keep possession & make progress towards the goal

2b/7b – To use attacking & defending skills appropriately in games

2c/7c – To choose & use different formations to suit the needs of the game

3a/b – To recognise & describe the best points in an individual's & a team's performance

3a/b – To identify aspects of their own & others' performances that need improvement, & suggest how to improve them

Key Ideas:

- To improve their defending & attacking play
- To start to play mini – versions of invasion games
- To use strategies to outwit the opponent
- To try to get into good positions for shooting

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use different techniques for passing, controlling, dribbling & shooting the ball in games • To apply basic principles of team play to keep possession of the ball • To use marking, tackling & / or interception to improve their defence • To play effectively as part of a team • To know what position they are playing in & how to contribute when attacking & defending • To plan practises & warm ups to get ready for playing safely • To recognise their own & others' strengths & weaknesses in games • To suggest ideas that will improve performance 	<ul style="list-style-type: none"> • Balls – a range of sizes • Soft hockey balls • Netballs / basketballs • Bib / coloured bands • Cones / markers • Hockey sticks • QCA suggested teaching activities 	<ul style="list-style-type: none"> • Keeping possession • Passing, dribbling, shooting • Shielding the ball • Width, depth • Support, marking, defending 	<p style="text-align: center;">Year 6 Games</p> <p>Netball / Basketball / Rugby (Throwing, catching, feinting & dribbling) = Y6 47 – 72</p> <p style="text-align: center;">Football Y6</p> <ul style="list-style-type: none"> • Dribbling = 73 – 75 • Passing/controlling = 76 – 79 • Shooting = 80 – 83 • Tackling = 84 – 86 • Heading = 87 – 89 <p>Striking / Hockey = Y6 90 - 96</p>

Scheme of work for Physical Education

Year 6

Spring / Summer Term

Unit Title: *STRIKING / FIELDING GAMES UNIT 2*

National Curriculum POS:

1a – To use different ways of bowling

1b – To bowl underarm accurately

1b – To vary how they bowl

1b – To field with increased accuracy

1b – To throw over arm with accuracy & for a good distance

1a/b – To bat effectively, using different types of shot

7c – To plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling & fielding

7b/2c – To use tactics which involve bowlers & fielders working together

4a/b – To make up their own warm up & explain how it is organised

3a/b – To recognise their own & others' strengths

3a/b – To identify what they need to improve in their performance & suggest how they could do this

Key Ideas:

- To develop the range & quality of striking & fielding games
- To play different roles of bowler, wicket-keeper, backstop, fielder & batter
- To use strategies & tactics to outwit the opposition
- When fielding, try to prevent points being scored

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use a range of fielding skills e.g. throwing, catching, bowling, intercepting, with growing control & consistency • To strike a bowled ball • To work collaboratively in pairs, group activities & small-sided games • To use & apply the basic rules consistently & fairly • To understand & implement a range of tactics in games • To recognise the activities & exercises that need including in a warm up • To identify their own strengths & suggest practises to help them improve 	<ul style="list-style-type: none"> • A range of bats • Ball – of varying sizes • Beanbags • Markers / cones • Posts • Wickets • Cones • QCA suggested teaching activities 	<ul style="list-style-type: none"> • Stance • Crease • Non – striker • Leg – side • Innings • Offside • Home base • Pitch • Over 	<p style="text-align: center;">Year 6 Games</p> <p style="text-align: center;">Cricket (Striking, throwing & catching) = Y6 104 - 109</p> <p style="text-align: center;">Cricket (Striking, bowling & fielding) = Y6 110 - 112</p> <p style="text-align: center;">Cricket (Striking & batting) = Y6 113 - 118</p> <p style="text-align: center;">Rounders = Y6 119 - 123</p>

Scheme of work for Physical Education

Year 6

Spring Term

Unit Title: ***DANCE UNIT6***

National Curriculum POS:

- 1A/6A – To explore dance & movement ideas imaginatively, including actions, dynamics, space & relationship
- 2a/6b – To perform with clarity & sensitivity to an accompaniment, communicating a dance idea on their own, with a partner & in a group
- 4c – To describe how dance contributes to fitness & well being
- 4a/4c – To identify what types of exercise they need to do to help their dancing
- 3a/b – To use appropriate language & terminology to describe, interpret & evaluate their own & others' work
- 3a – To comment on what worked well & explain why

Key Ideas:

- To focus on different visual images
- To compose, perform & watch dance
- To use movement to explore & communicate ideas & issues, feeling & thoughts
- To develop an awareness of the historical & cultural origins of different dances

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To work creatively & imaginatively on their own, with a partner & in a group to compose motifs & structure simple dances • To perform to an accompaniment expressively & sensitively • To perform dances fluently & with control; warm up & cool down independently • To understand how dance helps to keep them healthy • To use appropriate criteria to evaluate & refine their own & others' work • To talk about dance with understanding, using appropriate language & terminology 	<ul style="list-style-type: none"> • Percussion instruments • Video camera • A variety of stimuli e.g. books, costumes, pictures – see DCC Dance lesson plans • Music – see DCC Dance lesson plans for specific suggestions 	<ul style="list-style-type: none"> • Dance, style technique • Formation, pattern, gesture, rhythm • Language specific to the particular dance styles • Motif, variation, phrase, section • Improvisation • Unison, canon, action, reaction, form • Artistic intention • Exploration, dance framework, interpret 	<p style="text-align: center;">Year 6 Dance</p> <p style="text-align: center;">Flight = Y6 20 – 23</p> <p style="text-align: center;">Family Photo = Y6 24 – 28</p> <p style="text-align: center;">Buildings = Y6 29 – 33</p> <p style="text-align: center;">Communications = Y6 34 – 37</p> <p style="text-align: center;">Colour & Light = Y6 38 – 42</p> <p style="text-align: center;">Shape = Y6 43 – 46</p> <p style="text-align: center;">Sport = Y6 A1</p> <p style="text-align: center;">Rivers = Y6 A3</p> <p style="text-align: center;">Street Dance = Y6 A4</p>

Scheme of work for Physical Education

Year 6

Autumn / Summer Term

Unit Title: NET / WALL GAMES UNIT 2

National Curriculum POS:

- 1a/b/7a – To play shots on both sides of the body & above their heads in practises & when the opportunity arises in a game
- 1a/2a – To show good backswing, follow through & feet positioning
- 2a/7b – To spot the spaces in their opponent's court & try to hit the ball towards them
- 4b – To carry out warm up activities carefully & thoroughly
- 4a – To give good explanations of how warm up activities affect the body
- 3a/b – To know what they are successful at & what they need to practise more
- 3b – To try things out & ask for help to perform better
- 3b – To explain what they are trying to do & why it is a good idea

Key Ideas:

- To develop skills when playing games using rackets
- To learn tactics for playing racket games
- To make it difficult for the opponent to return the ball

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use forehand, backhand & overhead shots increasingly well in games they play • To use the volley in games where it is important • To use the skills they prefer with competence & consistency; understand the need for tactics • To start to choose & use some tactics effectively • To play cooperatively with a partner; apply rules consistently & fairly • To identify appropriate exercises & activities for warming up • To recognise how these games make their bodies work • To pick out what they & others do well & suggest ideas for practices 	<ul style="list-style-type: none"> • Tennis rackets • Small balls, tennis balls & sponge balls • Markers / cones to make courts • Benches to make nets • Nets (if available) • Top Sport Cards • QCA Suggested teaching activities 	<ul style="list-style-type: none"> • Forehand, backhand, volley, overhead • Rally • Singles, doubles • Using width, using depth, changing direction • Short tennis, badminton • Defending court, partner 	<p style="text-align: center;">Year 6 Games</p> <p>Striking – Tennis = Y6 97 - 103</p>

Scheme of work for Physical Education

Year 6

Spring / Summer Term

Unit Title: *STRIKING / FIELDING GAMES UNIT 2*

National Curriculum POS:

1a – To use different ways of bowling

1b – To bowl underarm accurately

1b – To vary how they bowl

1b – To field with increased accuracy

1b – To throw over arm with accuracy & for a good distance

1a/b – To bat effectively, using different types of shot

7c – To plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling & fielding

7b/2c – To use tactics which involve bowlers & fielders working together

4a/b – To make up their own warm up & explain how it is organised

3a/b – To recognise their own & others' strengths

3a/b – To identify what they need to improve in their performance & suggest how they could do this

Key Ideas:

- To develop the range & quality of striking & fielding games
- To play different roles of bowler, wicket-keeper, backstop, fielder & batter
- To use strategies & tactics to outwit the opposition
- When fielding, try to prevent points being scored

Learning Objectives	Resources	Key Vocabulary	DCC Lesson Plan Ref.
<ul style="list-style-type: none"> • To use a range of fielding skills e.g. throwing, catching, bowling, intercepting, with growing control & consistency • To strike a bowled ball • To work collaboratively in pairs, group activities & small-sided games • To use & apply the basic rules consistently & fairly • To understand & implement a range of tactics in games • To recognise the activities & exercises that need including in a warm up • To identify their own strengths & suggest practises to help them improve 	<ul style="list-style-type: none"> • A range of bats • Ball – of varying sizes • Beanbags • Markers / cones • Posts • Wickets • Cones • QCA suggested teaching activities 	<ul style="list-style-type: none"> • Stance • Crease • Non – striker • Leg – side • Innings • Offside • Home base • Pitch • Over 	<p style="text-align: center;">Year 6 Games</p> <p style="text-align: center;">Cricket (Striking, throwing & catching) = Y6 104 - 109</p> <p style="text-align: center;">Cricket (Striking, bowling & fielding) = Y6 110 - 112</p> <p style="text-align: center;">Cricket (Striking & batting) = Y6 113 - 118</p> <p style="text-align: center;">Rounders = Y6 119 - 123</p>

Scheme of work for Physical Education

Year 6

Summer Term

Unit Title: ATHLETICS UNIT 3

National Curriculum POS:

Learning Objective / POS	Activity Guidelines	Resources	Vocabulary	DDC Lesson Plan Ref
<ul style="list-style-type: none"> • 1b/10a/c – To sustain their pace over longer distances e.g. Sprint for seven seconds, run for one or two minutes • 1c/b/10b – To throw with greater control, accuracy & efficiency • 1b/10b – To perform a range of jumps showing power, control & consistency at both take off & landing 	<ul style="list-style-type: none"> • To choose the best pace for a running event, so they can sustain their running & improve on a personal target • To show accuracy & good technique when throwing distances • To show control at take-off in jumping activities 	<ul style="list-style-type: none"> • Cones / markers • Hoops • Beanbags • Balls of different sizes • Measuring tape • Stop watch • Top Sport cards • QCA teaching activities 	<ul style="list-style-type: none"> • Speed, distance, vary, change, consistency, pace • Accuracy, control, coordination, power, stamina • Run, jump, throw 	<p align="center">Year 5 Athletic</p> <p>Walking / Running = Y5 135 – 134</p> <p>Jumping (long jump, triple jump, high jump) = Y5 135 – 142</p> <p>Throwing (Pushing, over arm, slinging) = Y5 143 – 148</p> <p>Hurdles = Y5 149 – 150</p>

<ul style="list-style-type: none"> • 2b/c – To organise themselves in small groups safely, & take turns & different roles • 4a/c – To say why some athletic activities can improve strength, power or stamina, & explain how these can help their performance in other types of activity • 3a – To watch a partner’s athletic performance & identify the main strengths 	<ul style="list-style-type: none"> • To organise & manage an athletic activity well • To understand how stamina & power help people to perform well in different athletic activities • To identify good athletic performance & explain why it is good, using agreed criteria 			<p>Relays = Y5 151 - 153</p>
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