



*Nourishing the fitrah of each unique child*

## Physical Education Policy

*“O Allaah, make me healthy in my body...”*

(Saheeh Bukhari)

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## Physical Education Policy

Physical Education (P.E.) supports the positive physical development and overall well-being of all pupils. At Unique Academy, we deliver a broad and balanced Physical Education curriculum in a safe and supportive environment. We deliver structured and coherent P.E. lessons to ensure that pupils develop a range of skills and helps pupils to understand how important PE and exercise are an important part of maintaining a healthy lifestyle. We aim to encourage pupils to enjoy PE and motivate them to take up PE and exercise outside of school also.

### Aims

Our aims are to:

- Ensure that all children participate in a variety of physical activities; some of which promote individual achievement and others which promote teamwork.
- Give children knowledge, skills and an understanding of movement.
- Encourage pupils to give their creative and expressive abilities physical form.
- Ensure that pupils lead healthy, active lives

### Intent

At Unique Academy, we provide PE lessons which are coherently planned sequences in order to help teachers ensure they have progressively covering the requirements of the PE National Curriculum.

We use a scheme of work which ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across EYFS through Key Stage 1 and Key Stage 2.

This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Unique Academy, it is our intention to develop a lifelong love of physical activity because our body is an *amanah* (trust) and exercise, a healthy lifestyle and sports are an essential part of life.

We aim to promote a positive and healthy physical and mental outlook for pupils and to support them to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate this learning. These elements are always clearly identified both in lesson plans and on progression maps that we use.

All pupils will be able to participate in PE lessons, inline with our equal opportunities policy.

### Implementation

At Unique Academy, we use detailed lesson plans to ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely.

Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE.

Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills.

There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.

## **EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a prime area of learning. There are two aspects under Physical Development; Fine motor and Gross motor.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment, in our assembly room. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with bean bags, cones, balls and hoops.

Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then built on when children enter Key Stage 1.

### **Key stage 1**

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **Key stage 2**

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

## **Impact**

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.

For early years, indoor units are often themed with strong cross-curricular links to class themes.

This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress is measured using National Curriculum assessment spreadsheets. Our high quality and consistent approach to PE teaching, should significantly improve attainment in knowledge and skills in PE. At Unique Academy, we encourage PE display materials to increase the profile of sport, PE and physical activity across the school. The display of technical PE vocabulary, spoken and used by all learners, the learning environment will also aid attention and recall.

## **Teaching Guidelines**

At Unique academy, we teach using varied pedagogical teaching methods to ensure that we provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils when learning in PE. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

## **Monitoring and Assessments**

Unique Academy's Physical Education provision is monitored on a regular basis by the Headteacher.

P.E. assessments are formative (on going) and identify the needs of individuals and groups of pupils. These assessments are used to inform future planning.

## **Planning and Resources**

PE equipment is stored safely inside the schools' resources cupboard. The school administrator regularly checks the cupboard to check tidiness and organisation. Staff are advised to inform the school administrator of broken, damaged or lost equipment so that a replacement can be ordered.

The key knowledge and skills for each unit are mapped out across a PE progression map.

## **Equality Impact and Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against individuals on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at the school.

## **Organisation**

At Unique Academy, pupils will have access to at least one PE lesson every week. In addition, pupils take part with locals to the local park on a regular basis, which contributes to their physical development.

## **Swimming**

At Unique Academy, pupils will undertake Swimming lessons in Key Stage 2. Specialist swimming lessons will be taught by qualified swimming instructors at our nearest swimming pool.

## **Health and Safety**

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by the teachers prior to undertaking PE activities.

## **PE Kit**

Children are encouraged to wear appropriate PE clothing. Jogging bottoms, polo-shirts and sensible footwear for all PE lessons. Pupils are encouraged and regularly reminded to bring P.E kits.

In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier.

In KS2, children are encouraged to change into PE kit on PE days. Teachers will send polite reminder slips home to remind parents of children who have failed to wear a PE kit. This helps to minimise the number of non-participants.

## **Jewellery and hair**

Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

## **Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

## **Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

## **Monitoring and effectiveness of the policy**

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher.



## PE Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Nursery</b>	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Begin to show accuracy and care when drawing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of small tools, including scissors, paint brushes and cutlery.	Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball
<b>Reception</b>	Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
<b>Cycle A Year 1 / 2</b>	Indoor: Dance - Toys Outdoor: Invasion games	Indoor Dance – Materials Outdoor: Attacking and defending	Indoor: Gymnastics – Landscapes and Cityscapes Outdoor: Multiskills – Bat and ball	Indoor: Gymnastics - Under the sea Outdoor: Target games	Indoor: Circuit Training Outdoor: Sports day	Indoor: Circuit Training Outdoor: Sports day
<b>Cycle B Year 1 / 2</b>	Indoor: Gymnastics: Animals Outdoor: Invasion games	Indoor: Gymnastics: Traditional tales Outdoor: Attaching and defending	Indoor: Dance: Seasons Outdoor: Multiskills: Running and Jumping	Indoor: Dance: Starry skies Outdoor: Multiskills: Bat and Ball	Indoor: Circuit Training Outdoor: Multiskills: Throwing and Catching	Indoor: Yoga Outdoor: Sports day
<b>Cycle A Year 3 / 4</b>	Indoor: Gymnastics - Movement Outdoor: Invasion games	Indoor: Gymnastics – Shape Outdoor: Invasion games: Football	Indoor: Dance- Rainforest Outdoor: Striking and Field - Fundamentals	Indoor: Dance – Extreme Earth Outdoor: Net and Wall - Fundamentals	Indoor: Circuit training Outdoor: Athletics/Sports day	Indoor: Dodgeball Outdoor: Outdoor Adventures/Sports day

<b>Cycle B</b> <b>Year 3 / 4</b>	Indoor; Circuit Training Outdoor: Invasion games	Indoor; Badminton Outdoor: Tag Rugby	Indoor; Dance - Water Outdoor: Hockey	Indoor; Dance – Carnival of the animals Outdoor: Cricket	Indoor: Gymnastics – Movement Outdoor: Athletics	Indoor: Gymnastics – Shape and Balance – Ancient Egypt Outdoor: Outdoor Adventures/Sports day
<b>Cycle A</b> <b>Year 5 / 6</b>	Indoor: Dance: Chinese and Lunar Year Outdoor: Basketball	Indoor: Circuit Training Outdoor: Invasion games: Football	Indoor: Gymnastics (Movement) Outdoor: Striking and fielding - Rounders	Indoor: Gymnastics (Space) Outdoor: Tennis	Indoor: Circuit Training Outdoor: Athletics	Indoor: Handball Outdoor: Outdoor Adventures/Sports day
<b>Cycle B</b> <b>Year 5 / 6</b>	Indoor: Gymnastics - Movement Outdoor: Netball	Indoor: Gymnastics – Shape & Balance Outdoor: Invasion Games	Indoor: Dance: Electricity Outdoor: Striking and Field	Indoor: Leadership in PE Outdoor: Volleyball	Indoor: Circuit Training Outdoor: Athletics	Indoor: Dance: World War II Outdoor: Outdoor Adventures/Swimming



## PE Progression Map

<b>End of EYFS</b>		
Three and Four-Year-Olds	Physical Development	<p>By the end of Nursery, children should be taught to:</p> <ul style="list-style-type: none"> <li>•Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>•Can usually manage washing and drying hands.</li> <li>•Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom.</li> <li>•Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>•Can usually manage washing and drying hands.</li> <li>•Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom.</li> </ul>
Reception	Physical Development	<p>By the end of Reception, children should be taught to:</p> <ul style="list-style-type: none"> <li>● Experiments with different ways of moving.</li> <li>● Jumps off an object and lands appropriately.</li> <li>● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>● Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>● Uses simple tools to effect changes to materials.</li> <li>● Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>● Shows a preference for a dominant hand.</li> <li>● Begins to use anticlockwise movement and retrace vertical lines.</li> <li>● Begins to form recognisable letters.</li> <li>● Uses a pencil and hold</li> </ul>
ELG	Moving and Handling  Health and Self-Care	<ul style="list-style-type: none"> <li>● Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> <li>● Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>



KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> <li>● develop fundamental movement skills,</li> <li>● become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>● engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>● Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns.</li> </ul>	<p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> <li>● develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>● enjoy communicating, collaborating and competing with each other.</li> <li>● develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>● use running, jumping, throwing and catching in isolation and in combination</li> <li>● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● perform dances using a range of movement patterns</li> <li>● take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>● swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>● perform safe self-rescue in different water-based situations.</li> </ul>

Dance	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	<p>Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics and music</p>	<p>Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes in speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends. Compose short dances that express and communicate mood ideas and feelings, varying simple compositional ideas. Explore, remember and repeat short dance phrases, showing greater control and spatial awareness Describes phrases and expressive qualities.</p>	<p>Explore and create characters and narratives in response to a range of stimuli. Perform dances using a range of movement patterns – accurately, fluently, consistently and with control on your own and with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Combine actions and maintain the quality of performance when performing at the same time as a partner. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group.</p>	<p>Continue to develop a broader range of skills and movement patterns, exploring and practising movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm, clarity and confidence. Use imagination to create and structure dance motifs, phrases and sections of dances, developing expressive qualities. Explore and improvise and combine movement ideas fluently and effectively inspired by a stimulus. Perform movements to an audience with rhythm and confidence.</p>

Gymnastics	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	<p>Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics and music.</p>	<p>Perform basic gymnastic actions including travelling, rolling, jumping and staying still. Become increasingly confident and competent, moving safely using changes in speed, level and direction. Combine different ways of travelling exploring a range of movements and shapes. Create linked movement phrases with beginning, middle and end. Perform movement phrases using a range of different body actions and body parts. Develop fundamental movement skills combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position to another. Develop agility, balance and coordination. Form simple sequences of different actions using the floor and a variety of apparatus.</p>	<p>Perform a range of actions, abilities and skills with consistency, fluency and clarity of movement. Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group. Create gymnastic sequences that meet a theme or set of conditions showing a clear beginning, middle and end. Create, perform and repeat a combination of actions that include changes in dynamic eg. Changes of level, speed and direction and clarity of shape. Develop flexibility, strength, control, technique and balance. Find different ways of using a shape, balance or travel and link them to make actions and sequence movements.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and a sense of rhythm. Perform movements accurately and with a sense of rhythm. Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. Develop your own gymnastic sequences by understanding, choosing and applying a range of compositional principles; varying in direction, level and pathways to improve the look of the sequence. Develop flexibility, strength, control, technique and balance. Use combinations of dynamics using the space effectively</p>

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Invasion Games</b> (Hockey/ Netball/ Handball/ Tag Rugby)	<p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing, catching or kicking it.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Able to respond to simple instructions showing a good understanding of safety when using equipment.</p>	<p>Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching and gathering, rolling and basic ball control.</p> <p>React to situations to make it difficult for opponents – using simple tactics eg. Move to defend a goal.</p> <p>Understand how to play in a safe way.</p> <p>Show a good awareness of others when playing games. Perform a range of actions with the ball, keeping it under control.</p>	<p>Move the ball, keeping it under control whilst changing direction.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>Pass in different ways eg. High, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Apply basic attacking and defending principles. Use a range of tactics to keep possession of the ball and explain simple tactics in game situations. Take up spaces/positions that make it difficult for opponents.</p>	<p>Develop control whilst performing at speed. Understand there are different ways to defend, choose and apply a range of tactics and strategies when defending including how to mark players and space.</p> <p>Understand there are different ways to attack as a team, choose and apply the arrangement of tactics and strategies when attacking.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Perform skills such as passing and shooting with accuracy, control and confidence.</p> <p>Change speed and direction to get away from a defender.</p>

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Striking and Fielding Games</b> (Cricket /Rounders)	<p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing and catching.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Able to respond to simple instructions showing a good understanding of safety when using equipment.</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing direction and speed.</p> <p>Throw/hit a ball in different ways eg. High, low, fast, slow showing basic control.</p> <p>Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</p> <p>Apply skills and tactics in simple games, including recognising space and using it to your advantage. React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</p> <p>Show good awareness of others when playing games.</p> <p>Understand and follow simple rules for games and compete in physical activities both against self and against others.</p>	<p>Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</p> <p>Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control.</p> <p>Intercept and stop the ball consistently.</p> <p>Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.</p> <p>Communicate, collaborate and compete with others, following the rules of the game.</p> <p>Choose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you used in games.</p> <p>Show control, coordination and consistency when throwing and catching a ball.</p>	<p>Bowl using an overarm(cricket) underarm(rounders) technique, beginning to vary speed and length of delivery.</p> <p>Hit the ball with purpose, varying speed, height and direction, as well as thinking of tactics needed to score more runs.</p> <p>Choose skills and tactics to meet the needs of the situation (ie.to outwit the opponents when fielding). Begin to bowl at different speeds.</p> <p>Work as part of a team that covers the areas to make it hard for the batter to score runs.</p> <p>Show good awareness of others in game situations.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Perform skills and techniques including retrieve, intercept and stop the ball with accuracy, confidence and control. Perform skills at speed.</p>

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
			<p>Perform basic skills for the game with control and accuracy including hitting a ball towards a target, throwing and stopping the ball.</p> <p>Perform a basic forehand action with control and accuracy.</p> <p>Throw/send/hit a ball into space, at different speeds and heights to make it difficult for your opponent.</p> <p>Begin to apply basic movements in a range of activities and in combination.</p> <p>Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots.</p> <p>Compete with others – keeping and following the rules of the game</p>	<p>Hit the ball with purpose, speed, height and direction. Direct the ball towards the opponent's court or target area.</p> <p>Perform skills such as forehand and backhand shots with control and confidence.</p> <p>Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Adopt a good ready position and show good position on court.</p> <p>Use good footwork that allows the ball to be hit with good technique.</p> <p>Apply the principles of attacking.</p> <p>Identify spaces and understand the tactic of hitting into gaps.</p>

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
		<p>Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Show understanding and a basic level of control, coordination and consistency when running.</p> <p>Experiment with different jump techniques, showing control, coordination and consistency throughout.</p> <p>Develop coordination and balance whilst exploring different running, jumping and throwing techniques.</p> <p>Develop the overarm, underarm and pull throw technique, understanding the difference between sprinting and running over longer distances.</p>	<p>Apply and develop a broad range of athletic skills in different ways.</p> <p>Show control, coordination and consistency when running, throwing and jumping.</p> <p>Choose an appropriate running speed to meet the demand of the task.</p> <p>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p>	<p>Understand and apply appropriate pace judgement for running distance to be covered.</p> <p>Run, jump, catch and throw in isolation and combination. Combine and perform skills with control.</p> <p>Demonstrate a range of throwing actions eg. Push, pull, sling, using different equipment.</p> <p>Choose the appropriate speed to run at for the distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</p>

Outdoor Adventure and Activities	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6

Swimming and Water Safety	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6

Health, Fitness and Wellbeing	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Describe why running and playing games is good for you.	Understand why being active and playing games is good for you. Describe what happens to your heart rate and breathing when playing games.	Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Develop an understanding of the importance of speed and stamina when playing invasion games. Improve physical fitness.	Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. Develop physical fitness and be able to describe its importance in orienteering. Know how handball helps your fitness and health. Recognise exercise and activities that help strength, speed and stamina. Develop physical characteristics needed for the game eg. Speed, fitness, agility.

Body Awareness	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Begin to understand and describe changes to your heart rate when playing a game. Begin to describe what it feels like to breathe quickly during exercise.	Understand and describe changes to your heart rate when playing a game. Describe what it feels like to breathe quickly during exercise.	Communicate what you want through your dances. Describe how their bodies feel when exercising. Understand the link between heart rate and breathing when exercising.	Move in a way that reflects the music. Understand how muscles work eg. Work by getting shorter, relax by getting longer. Explain how your body reacts and feels when taking part in different activities and undertaking different roles.

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Warmup and Cool down.</b>	Begin to understand the importance of preparing safely and carefully for exercise – warming up/down	Understand the importance of preparing safely and carefully for exercise – warming up/down	Devise suitable warm-up activities for upcoming activities.	Create short warm up routines that follow basic principles eg. Raises body temperature, mobilise joints, muscles Suggest ideas for warming up and explain your choices. Know what makes a good warm down eg. It calms the body, prevents stiffness and settles the mind

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Safety</b>	Understand how to play in a safe way.	Demonstrates an appreciation of safety when using apparatus and equipment. Follow instructions to complete a task. Understand how to play in a safe way.	Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment. Play games in a safe and fair manner.	Coordinate lifting and moving apparatus in a safe and sensible way.



## EYFS PE Scheme of Work Autumn Term 1

Area: Gymnastics

Games: Gym in the Jungle

Date:

Start this topic by reading the children a jungle-themed story. Invite the children to talk about jungle animals using the [Jungle and Rainforest Animals Display Photos](#).

### Unit Overview

During this set of six lessons, children will learn to move and balance like different jungle animals. They will be experimenting with moving around, under, through and over small and large equipment. Finally, they will be creating their own gymnastic sequence.

### Vocabulary

Tiptoes, waddling, walking, running, large steps, skipping, sideways, backwards, crawling, bouncing, sliding, hopping, rolling, shuffling, slithering, jumping, prowling.

Over, under, through, on top, around, climb, balance, travel, move, sequence, order.

Jungle, animals, frogs, monkey, tiger, snake.

### Equipment

Hoops, beanbags, parachute, material, skipping ropes, large gymnastics equipment (e.g. benches, gym tables), safety mats, tunnels, tents.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. For final assessment, use the child's sequence from Lesson 6.

### Differentiation

Differentiation will vary dependent on each activity. It may be through equipment used, support given or the task itself.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE - Reception: Risk Assessment](#) to support with this.

### Development Matters Links

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD: Reception)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

### Objectives Covered throughout This Unit

- To develop the ability to move in a range of ways.
- To increase the ability to move around and onto equipment.
- To increase the ability to move under and onto equipment.
- To increase the ability to move over and onto equipment.
- To increase the ability to move through and onto equipment.
- To combine movements together while negotiating different equipment.

### Success Criteria Covered throughout This Unit

- I can experiment with different ways of moving.
- I can create my own ways of moving.
- I can confidently climb on a range of different equipment.
- I can confidently move in a range of ways around different objects.
- I can confidently move in a range of ways under different objects.
- I can confidently move in a range of ways over different objects.
- I can confidently move in a range of ways through different objects.
- I can coordinate my movements.
- I can confidently move in a range of ways.

### Skills Covered throughout This Unit

- Coordination
- Balance



## Lesson 1

### [Exploring the Jungle](#)

#### Lesson Objective

To develop the ability to move in a range of ways.

- I can experiment with different ways of moving.
- I can create my own ways of moving.

#### Lesson Outline:

During this lesson, children will use the jungle animal stimuli to practise and create movements which relate to different jungle animals.

**Resources:** Jungle Island Music Clip, [Jungle & Rainforest Animals Display Photos](#), [Foxes and Bunnies Warm-Up Activity Card](#), [Animal Kingdom Cool-Down Activity Card](#), large paper, felt-tip pens, a range of large or small gymnastic equipment (e.g. hoops, benches, gym tables), safety mats.

## Lesson 2

### [Mirror That Monkey](#)

#### Lesson Objective

To increase the ability to move around and onto equipment.

- I can create my own ways of moving.
- I can confidently climb on a range of different equipment.
- I can confidently move in a range of ways around different objects.

#### Lesson Outline:

During this lesson, the children will focus on being monkeys, climbing onto large equipment and moving around other equipment. They will also play 'Mirror That Monkey'.

**Resources:** Jungle Island Music Clip, [Monkeys Display Photos](#), [Groups Warm-Up Activity Card](#), [Shake It Up Cool-Down Activity Card](#), hoops, beanbags, large gymnastics equipment (e.g. benches, gym tables), safety mats.

## Lesson 3

### [Slithering Snakes](#)

#### Lesson Objective

To increase the ability to move under and onto equipment.

- I can create my own ways of moving.
- I can confidently move in a range of ways under different objects.

#### Lesson Outline:

During this lesson, the children will focus on being snakes, moving under a range of large equipment including a parachute. They will also play 'Find That Snake'.

**Resources:** Jungle Island Music Clip, [Snakes Display Photos](#), [Me and My Shadow Warm-Up Activity Card](#), [Huff and Puff Cool-Down Activity Card](#), hoops, beanbags, parachute, skipping ropes, large gymnastics equipment (e.g. benches, gym tables), safety mats.

## Lesson 4

### [Lie Down, Tigers](#)

#### Lesson Objective

To increase the ability to move over and onto equipment.

- I can confidently move in a range of ways.
- I can confidently climb on a range of different equipment.
- I can confidently move in a range of ways over different objects.

#### Lesson Outline:

During this lesson, the children will focus on being tigers, climbing onto large equipment and moving around other equipment. They will also play 'Lie Down, Tigers'.

**Resources:** Jungle Island Music Clip, [Tigers Display Photos](#), [Shape It Up Warm-Up Activity Card](#), [Spaghetti Game Cool-Down Activity Card](#), hoops, beanbags, large gymnastics equipment (e.g. benches, gym tables), safety mats.

## Lesson 5

### [Frozen Frogs](#)

#### Lesson Objective

To increase the ability to move through and onto equipment.

- I can confidently move in a range of ways.
- I can confidently climb on a range of different equipment.
- I can confidently move in a range of ways through different objects.

#### Lesson Outline:

During this lesson, the children will focus on being jungle frogs going through large equipment and moving round other equipment. They will also play 'Frozen Frogs'.

**Resources:** Jungle Island Music Clip, [Frogs Display Photos](#), [Rock Pools Warm-Up Activity Card](#), [Waterfall Cool-Down Activity Card](#), hoops, beanbags, large gymnastics equipment (e.g. benches, gym tables), safety mats, large sheets of material/parachutes, tunnels, tents.

## Lesson 6

### [Journey through the Jungle](#)

#### Lesson Objective

To combine movements together while negotiating different equipment.

- I can coordinate my movements.
- I can create my own short sequence of movements.
- I can confidently move around, under, over, and through different objects and equipment.

#### Lesson Outline:

This is the final lesson in the unit. The children will combine all the skills they have learnt throughout this unit and use some equipment to create a short sequence of movements.

**Resources:** Jungle Island Music Clip, [Directions Game Warm-Up Activity Card](#), [Gears Cool-Down Activity Card](#), [Monkeys Display Photos](#), [Snakes Display Photos](#), [Tigers Display Photos](#), [Frogs Display Photos](#), [Jungle-Themed Observation Speech Bubbles](#), [Journey through the Jungle Display Posters](#), [Journey through the Jungle Sequencing Board](#), [Foundation PE \(Reception\) - Gymnastics - Gym in the Jungle Teacher Support Cards Pack](#), [Gymnastics - Gym in the Jungle Assessment Pack](#), hoops, skipping ropes, beanbags, large gymnastics equipment (e.g. benches, gym tables), safety mats.



## EYFS PE Scheme of Work Autumn Term 2

**Area:** Dance

**Games:** Dance Dinosaurs

**Date:**

Start by reading the children a story about dinosaurs (use this [Dinosaur Book List](#) for ideas). You could also show children videos of how dinosaurs move, or use these [Dinosaur Display Photos](#).

### Unit Overview

During this set of six lessons, children will create their own set of dinosaur movements. They will turn these movements into short motifs which will be linked together to create a class dance, performed to a piece of music.

### Vocabulary

Dinosaur, stomp, stamp, march, stride, tramp, clump, plod, trudge, clomp, bang, thump, wallop, biff, bash, swish, rustle, swoosh, swing, crash, big, tall, scary, fierce, terrifying.

Dance, movement, motif, freeze, pose, music, evaluate, improve, order, sequence, perform, audience.

### Resources

[Dinosaur Music Clip](#), [Dinosaur Book List](#), dinosaur books, [Dinosaur Display Photos](#), [Dinosaur Dance Movement Word Cards](#), [Dinosaur Dance Motif Sequencing Board](#), [Dance Freeze Display Photos](#), video recording equipment.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. For final assessment, use the child's performance in the final lesson, in which children take part in the class dance (this should be videoed so all children can be assessed equally).

### Differentiation

Differentiation will vary for each activity. It may be through equipment used, support given or the task itself. Please see individual lesson plans for details.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE - Reception: Risk Assessment](#) to support with this.

### Development Matters Links

- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception)
- Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)
- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)

### Objectives Covered throughout This Unit

- To develop the ability to create movements to music.
- To practise movements and join them together to create a motif.
- To practise and improve a dance motif.
- To work as a team to create a short dance.
- To remember and perform a short dance.
- To evaluate and improve a short dance.

### Success Criteria Covered throughout This Unit

- I can combine a range of dance movements.
- I can find suitable moves to suit the music.
- I can remember a range of movements to create a small dance.
- I can create movements to music.
- I can build a repertoire of dances.
- I can create a sequence of movements or gestures in response to an experience.
- I can confidently put my dance to suitable music.

### Skills Covered throughout This Unit

- Coordination
- Balance

### Implications for Future Teaching

<b>Lesson 1</b>	<b>Dinosaur Movers</b>
<p><b>Lesson Objective</b></p> <p>To develop the ability to create movements to music.</p> <ul style="list-style-type: none"> <li>• I can create movements to music.</li> <li>• I can find suitable moves to suit the music.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, children will create a range of words after being provided with a given stimulus (e.g. a story about dinosaurs or looking at some pictures of dinosaurs). They will then turn these words into movements.</p> <p><b>Resources:</b> <a href="#">Me and My Shadow Warm-Up Activity Card</a>, <a href="#">Bubbles Cool-Down Activity Card</a>, <a href="#">Dinosaur Music Clip</a>, dinosaur books, <a href="#">Dinosaur Display Photos</a>, <a href="#">Dinosaur Dance Movement Word Cards</a>, video recording equipment, large paper and pens.</p>

<b>Lesson 2</b>	<b>Dinosaur Dance Duets</b>
<p><b>Lesson Objective</b></p> <p>To practise movements and join them together to create a motif.</p> <ul style="list-style-type: none"> <li>• I can create movements to music.</li> <li>• I can combine a range of dance movements.</li> <li>• I can create a sequence of movements or gestures in response to an experience.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will practise their dinosaur movements and choose their favourite. They will work with a partner to join a few of these moves together.</p> <p><b>Resources:</b> <a href="#">Stand Up, Sit Down Warm-Up Activity Card</a>, <a href="#">1, 2, 3, 4, 5 Surprise Cool-Down Activity Card</a>, <a href="#">Dinosaur Music Clip</a>, dinosaur books, <a href="#">Dinosaur Display Photos</a>, <a href="#">Dinosaur Dance Movement Word Cards</a>, video recording equipment.</p>

<b>Lesson 3</b>	<b>Dinosaur Dance Motifs</b>
<p><b>Lesson Objective</b></p> <p>To practise and improve a dance motif.</p> <ul style="list-style-type: none"> <li>• I can combine a range of dance movements.</li> <li>• I can create a sequence of movements or gestures in response to an experience.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will work with their partner to turn their movements into a short motif which they will practise and present to the rest of the group.</p> <p><b>Resources:</b> <a href="#">Follow the Leader Warm-Up Activity Card</a>, <a href="#">Huff and Puff Cool-Down Activity Card</a>, <a href="#">Dinosaur Music Clip</a>, <a href="#">Dinosaur Display Photos</a>, <a href="#">Dinosaur Dance Movement Word Cards</a>, <a href="#">Dinosaur Dance Motif Sequencing Board</a>, video recording equipment.</p>

<b>Lesson 4</b>	<b>Dancing Dinosaurs</b>
<p><b>Lesson Objective</b></p> <p>To work as a team to create a short dance.</p> <ul style="list-style-type: none"> <li>• I can remember a range of movements to create a short dance.</li> <li>• I can build up a repertoire of dances.</li> <li>• I can confidently put my dance to suitable music.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will work in small groups to link their motifs together to turn them into a short dance. The children will also practise posing and freezing in a position.</p> <p><b>Resources:</b> <a href="#">Musical Body Parts Warm-Up Activity Card</a>, <a href="#">Animal Kingdom Cool-Down Activity Card</a>, <a href="#">Dinosaur Music Clip</a>, <a href="#">Dinosaur Dance Movement Word Cards</a>, <a href="#">Dinosaur Dance Motif Sequencing Board</a>, video recording equipment, party music.</p>

## Lesson 5

[Dinosaur Divas](#)**Lesson Objective**

To remember and perform a short dance.

- I can remember a range of movements to create a short dance.
- I can build up a repertoire of dances.

**Lesson Outline:**

During this lesson, the children will practise a whole-class dance to music. They will all play a part in the dance and freeze when it is not their turn to dance.

**Resources:** [Action People Warm-Up Activity Card](#), [Backward Boats Cool-Down Activity Card](#), [Dinosaur Music Clip](#), [Dance Freeze Display Photos](#), video recording equipment, [Dinosaur Dance Movement Word Cards](#), [Dance - Dinosaurs Teacher Support Cards](#).

## Lesson 6

[Dinosaur Stomp](#)**Lesson Objective**

To evaluate and improve a short dance.

- I can talk about a dance performance.
- I can share my ideas about a dance performance.
- I can say what is good about a dance.
- I can think about how to make a dance even better.

**Lesson Outline:**

During this lesson, the children will evaluate their dance and talk about ways to improve their performance.

**Resources:** [Activity Beans Warm-Up Activity Card](#), [Bubbles Cool-Down Activity Card](#), [Dinosaur Music Clip](#), video recording equipment, [Dance - Dinosaurs Teacher Support Cards](#), [Dinosaur Stomp Observation Speech Bubbles](#).



## EYFS PE Scheme of Work Spring Term 1

Area: Games

Games: Best of Balls

Date:

Start by showing the children the pictures from the [Ball Games Display Photos](#) or by showing them videos of games which use a ball, such as football, cricket, rugby, netball, hockey. Talk to the children about all the different kinds of balls and what they are used for, such as throwing, catching, kicking, hitting, bouncing.

### Unit Overview

During this set of six lessons, children will learn lots of different things to do with a ball. They will practise and develop skills which include controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball. They will develop individual skills, as well as learning how to play a few simple games and become part of a team.

### Vocabulary

Ball, round, big, small, spiky, smooth, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points, same, different, stick, racket, team, high, drop, catch, harder, softer, further, direction, forwards, backwards, sideways.

### Equipment

A range of different balls (e.g. large, small, soft, bouncy, tennis, spiky, air flow, easy grip, rugby, basketballs, footballs, sensory, beach, Koosh), skipping ropes, chalk, masking tape, safety disc marker cones, playground balls (enough for one per pupil), targets (e.g. cardboard boxes), basketball nets (or make your own), mini tennis rackets, Kwik cricket bats, children's hockey sticks, small bats, tees, balloons.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. Assessment should take place during each lesson when the children are working independently.

### Differentiation

Differentiation will vary dependent on each activity. It may be through equipment used, support given or the task itself.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE - Reception: Risk Assessment](#) to support with this.

### Implications for Future Teaching

### Development Matters Links

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

### Objectives Covered throughout This Unit

- To develop the ability to control a ball in a range of ways.
- To develop the ability to throw accurately at a target.
- To use throwing skills in a small sided game.
- To be able to use a bat or racket to move and control an object.
- To develop the ability catch and bounce a ball.
- To develop the ability to kick a ball.

### Success Criteria Covered throughout This Unit

- I can travel confidently in a range of ways.
- I can control a ball and move it round my body.
- I can move a ball in a range of ways.
- I can pat a large ball making it bounce.
- I can catch a range of objects.
- I can kick a range of objects towards a target.
- I can kick a range of objects into a target.
- I can control an object when it is coming towards me.
- I can throw an object at a target.
- I can throw an object into a target.
- I show good control when using equipment in a range of ways.
- I can co-ordinate my movements when using small equipment.

### Skills Covered throughout This Unit

- Coordination
- Agility

<b>Lesson 1</b>	<b><a href="#">Move the Ball</a></b>
<p><b>Lesson Objective</b></p> <p>To develop the ability to control a ball in a range of ways.</p> <ul style="list-style-type: none"> <li>I can control a ball and move it around my body.</li> <li>I can move a ball in a range of ways.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will be introduced to the topic 'Best of Balls' and will talk all about how balls are used in a range of different ways in a variety of games. They will then complete a range of activities where they get used to handling a ball.</p> <p><b>Resources:</b> <a href="#">Groups Warm-Up Activity Card</a>, <a href="#">Walk the Line Cool-Down Activity Card</a>, <a href="#">Ball Games Display Photos</a>, a range of different balls (e.g. large, small, soft, bouncy, tennis, spiky, air flow, easy grip, rugby, basketball, football, sensory, beach, Koosh), skipping ropes, chalk, masking tape, safety disc marker, cones, sticks/bats/rackets.</p>

<b>Lesson 2</b>	<b><a href="#">Roll It, Throw It</a></b>
<p><b>Lesson Objective</b></p> <p>To develop the ability to throw accurately at a target.</p> <ul style="list-style-type: none"> <li>I can travel confidently in a range of ways (jogging).</li> <li>I can throw an object at a target.</li> <li>I can throw an object into a target.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, children will learn all about rolling and throwing a ball. They will start by rolling a ball in a given direction and progress to throwing at a target using different techniques.</p> <p><b>Resources:</b> <a href="#">Dishes and Domes Warm-Up Activity Card</a>, <a href="#">Steady As You Go Cool-Down Activity Card</a>, <a href="#">Ball Games Display Photos</a>, <a href="#">Target Throwing Points Cards</a>, playground balls (enough for one per pupil), skipping ropes, beanbags, hoops, chalk, masking tape, safety disc marker cones, targets (e.g. cardboard boxes).</p>

<b>Lesson 3</b>	<b><a href="#">Hit That Target</a></b>
<p><b>Lesson Objective</b></p> <p>To use throwing skills in a small-sided game.</p> <ul style="list-style-type: none"> <li>I can travel confidently in a range of ways (jumping).</li> <li>I can throw an object at a target.</li> <li>I can throw an object into a target.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, children will continue to learn all about throwing at a target, this time aiming at targets of different heights and distances. Finally, they will turn this into a small-sided game.</p> <p><b>Resources:</b> <a href="#">Activity Beans Warm-Up Activity Card</a>, <a href="#">Throw Bounce Catch Cool-Down Activity Card</a>, <a href="#">Ball Games Display Photos</a>, playground balls (enough for one per pupil), hoops, paper balls (made from screwed-up paper), coloured bibs, basketball nets (or make your own using the <a href="#">How to Make a Basketball Net Instructions</a>), <a href="#">PE: Reception Games: Best of Ball Teacher Support Cards</a>.</p>

<b>Lesson 4</b>	<b><a href="#">Rackets, Bats, Sticks and Balls</a></b>
<p><b>Lesson Objective</b></p> <p>To be able to use a bat or racket to move and control an object.</p> <ul style="list-style-type: none"> <li>I can travel confidently in a range of ways (hopping).</li> <li>I can show good control when using equipment in a range of ways.</li> <li>I can coordinate my movements when using small equipment.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, children will use a racket and a bat to control an object, such as a ball. They will practise hitting and striking a ball towards a target, gaining points as they go along.</p> <p><b>Resources:</b> <a href="#">Traffic Lights Warm-Up Activity Card</a>, <a href="#">Superhero Flying Cool-Down Activity Card</a>, <a href="#">Ball Games Display Photos</a>, mini tennis rackets, cricket bats, children's hockey sticks, small bats, a range of balls, balloons, safety disc marker cones, tall cones, tees, targets, chalk/masking tape, a range of different goals for the children to score into (e.g. boxes on their side, two cones, a semicircle made from a skipping rope), <a href="#">PE: Reception Games: Best of Ball Teacher Support Cards</a>.</p>

## Lesson 5

[Bounce and Catch](#)**Lesson Objective**

To develop the ability to catch and bounce a ball.

- I can travel confidently in a range of ways (skipping and galloping).
- I can pat a large ball, making it bounce.
- I can catch a range of objects.
- I can control an object when it is coming towards me.

**Lesson Outline:**

During this lesson, children will practise catching and bouncing a ball. They will use these skills to play a game in a group.

**Resources:** [Arch Builders Warm-Up Activity Card](#), [Traffic Police Cool-Down Activity Card](#), [Ball Games Display Photos](#), [Skip, Gallop and Bounce Active Game](#), large playground balls (enough for one per pupil), a range of balls which bounce, four boxes or containers (to hold balls), [PE: Reception Games: Best of Ball Teacher Support Cards](#).

## Lesson 6

[It's a Goal!](#)**Lesson Objective**

To develop the ability to kick a ball.

- I can travel confidently in a range of ways (jogging backwards and jogging sideways).
- I can kick a range of objects towards a target.
- I can kick a range of objects into a target.

**Lesson Outline:**

During this lesson, the children will practise kicking a ball. They will then progress to kicking a ball towards a target, then into a target.

**Resources:** [Directions Game Warm-Up Activity Card](#), [Gears Cool-Down Activity Card](#), [Ball Games Display Photos](#), [PE: Reception Games: Best of Ball Teacher Support Cards](#), balloons (one per child), large playground balls (one per child), rugby balls, beach balls, cones, chalk/masking tape, a range of targets of different sizes (e.g. skipping rope circles, boxes, hoops).





## EYFS PE Scheme of Work Spring Term 2

**Area:** Dance

**Games:** Dance Till You Drop

**Date:**

The unit is introduced with the children thinking of rhymes and simple songs they know. Children think if any of these songs have dance actions to them, such as 'The Wheels on the Bus'. The children will then perform some familiar rhymes and songs with actions, before starting to think about different dance styles.

### Unit Overview

During this set of six lessons, children will build up a repertoire of songs and simple dances. They will be confident enough to sing and perform these dances in a group. They will also be able to adapt and change each dance, thinking about the mood and style, as well as developing a range of different moves to slightly change each dance.

### Vocabulary

Dance, speed, fast, slow, sluggish, quick, rapid, mood, happy, sad, miserable, cross, cheerful, jolly, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, style, ballet, ballroom, Latin, bhangra, rock 'n' roll, Scottish country dance, breakdancing, modern, hula, shy, excited, confident, angry, silly, tired, dancers, perform, performers, performance, practise, audience, watch, discuss, coach, choreographer.

### Equipment

Video recording equipment.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance (this should be recorded so all children can be assessed equally).

### Differentiation

Differentiation will vary for each activity. It may be through equipment used, support given or the task itself. Please see individual lesson plans for details.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE Reception Risk Assessment](#) to support with this.

### Development Matters Links

- Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)
- Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception)
- Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception)
- Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)

### Objectives Covered throughout This Unit

- To develop the ability to adapt a known dance.
- To develop the ability to share my ideas about how to adapt a dance.
- To develop the ability to change movements and adapt a simple dance.
- To share opinions and give my own ideas about how to adapt and alter a simple dance.

### Success Criteria Covered throughout This Unit

- I can change the speed of my dance moves.
- I can change the style of my dance moves.
- I can build a repertoire of dances.
- I can share my ideas about a dance performance.
- I can think about how to make a dance even better.
- I can confidently join a wide range of different movements.
- I can adapt and change my dance to suit a different style.
- I can create a small dance which shows my own ideas and thoughts.

### Skills Covered throughout This Unit

- Coordination
- Agility

### Implications for Future Teaching

## Lesson 1

### [I'm a Little Teapot](#)

#### Lesson Objective

To develop the ability to adapt a known dance.

- I can change the speed of my dance moves.
- I can change the style of my dance moves.

#### Lesson Outline:

To begin, children will think about some songs with actions that they know. They will then learn some actions for the song 'I'm a Little Teapot'. They will practise this song and dance as a whole class and then learn how to change the style and the speed of the dance.

**Resources:** [Nursery Rhyme Choosing Cards](#), [I'm a Little Teapot Nursery Rhyme Poster](#), [Dance Feelings Posters](#), [Dance Styles Display Photos](#), [Foundation PE \(Reception\) Teddy Bear](#), [Teddy Bear Warm-Up Activity Card](#), [Foundation PE \(Reception\) Huff and Puff Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).

## Lesson 2

### [The Wheels on the Bus](#)

#### Lesson Objective

To develop the ability to adapt a known dance.

- I can change the speed of my dance moves.
- I can change the style of my dance moves.
- I can share my ideas about a dance performance.

#### Lesson Outline:

During this lesson, the children will learn and practise the simple song 'The Wheels on the Bus' and some accompanying dance moves. They will then try changing the speed and style of this song before dancing as a whole class.

**Resources:** [The Wheels on the Bus Nursery Rhyme Poster](#), [Dance Feelings Posters](#), [Dance Styles Display Photos](#), [Foundation PE \(Reception\) Shape It Up Warm-Up Activity Card](#), [Foundation PE \(Reception\) Sleeping Spiders Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).

## Lesson 3

### [Head, Shoulders, Knees and Toes](#)

#### Lesson Objective

To develop the ability to share my ideas about how to adapt a dance.

- I can change the speed of my dance moves.
- I can change the style of my dance moves.
- I can share my ideas about a dance performance.

#### Lesson Outline:

During this lesson, the children will learn and practise the simple song and dance 'Head, Shoulders, Knees and Toes'. They will work as a small group to think about how they could change the speed and style of the song and dance.

**Resources:** [Head, Shoulders, Knees and Toes Nursery Rhyme Display Poster](#), [Dance Feelings Posters](#) (enough for one set per group), [Dance Styles Display Photos](#) (enough for one set per group), [Foundation PE \(Reception\) Stand Up, Sit Down Warm-Up Activity Card](#), [Foundation PE \(Reception\) Shake It Up Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).

## Lesson 4

### [The Hokey-Cokey](#)

#### Lesson Objective

To develop the ability to change movements and adapt a simple dance.

- I can change the speed of my dance moves.
- I can change the style of my dance moves.
- I can share my ideas about a dance performance.

#### Lesson Outline:

During this lesson, the children will learn the song and dance 'The Hokey-Cokey'. They will work as a group to change the speed and style of the dance and will also think about how they can adapt some of the words and movements in it to create a new dance.

**Resources:** [The Hokey-Cokey Song Display Poster](#), [Dance Feelings Posters](#) (enough for one set per group), [Dance Styles Display Photos](#) (enough for one set per group), [Foundation PE \(Reception\) Me and My Shadow Warm-Up Activity Card](#), [Foundation PE \(Reception\) Waterfall Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).

## Lesson 5

### [Here We Go Round the Mulberry Bush](#)

#### Lesson Objective

To develop the ability to change movements and adapt a simple dance.

- I can change the speed of my dance moves.
- I can change the style of my dance moves.
- I can share my ideas about a dance performance.
- I can confidently join a wide range of different movements.

#### Lesson Outline:

During this lesson, the children will learn the song and dance 'Here We Go Round the Mulberry Bush'. They will work as a group to change the speed and style of the dance. They will also think about how they can adapt some of the words and movements in it to create a new dance.

**Resources:** [Here We Go Round the Mulberry Bush Nursery Rhyme Display Poster](#), [Dance Feelings Posters](#) (enough for one set per group), [Dance Styles Display Photos](#) (enough for one set per group), [Foundation PE \(Reception\) Heads, Shoulders, Knees and Toes Warm-Up Activity Card](#), [Foundation PE \(Reception\) 1, 2, 3, 4, 5 Surprise Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).

## Lesson 6

### [Dancing Stars](#)

#### Lesson Objective

To share opinions and give my own ideas about how to adapt and alter a simple dance.

- I can build a repertoire of dances.
- I can adapt and change my dance to suit a different style.
- I can create a short dance that shows my own ideas and thoughts.
- I can confidently join a wide range of different movements.
- I can share my ideas about a dance performance.
- I can think about how to make a dance even better.
- I can kick a range of objects into a target.

#### Lesson Outline:

During this lesson, the children will work in small groups to choose their favourite song and dance. They will think about how they can adapt it to make it their own, and perform this to the rest of the class.

**Resources:** [Nursery Rhyme Choosing Cards](#) (print enough of the first two pages for one set per group), [Dance Feelings Posters](#) (enough for one set per group), [Dance Styles Display Photos](#) (enough for one set per group), recording equipment, [Foundation PE \(Reception\) Sun and Ice Warm-Up Activity Card](#), [Foundation PE \(Reception\) Balloons Cool-Down Activity Card](#), [Dance Till You Drop Teacher Support Cards Pack](#).



## EYFS PE Scheme of Work Summer Term 1

**Area:** Gymnastics

**Games:** Jumping Jacks and Rock 'n' Roll

**Date:**

Start by singing the rhyme 'Sleeping Bunnies'. Ask all the children to jump as high as they can or in as many different ways as they can. Explain to the children that during this unit they are going to become gymnasts.

### Unit Overview

During this set of six lessons, children will learn all about jumping, rolling and balancing. They will learn to perform different types of jumps and balances on the floor and on different gymnastics equipment. They will also learn different types of rolls, which they will practise and perform in the gymnastic sequences they create.

### Vocabulary

Balance, jump, hop, step, leap, bounce, roll, egg roll, pencil roll, dish roll, circle/teddy bear roll, one-point balance, two-point balance, three-point balance, sequence, join, strength, control, performance, equipment.

### Equipment

Floor mats, cones, hoops, beanbags, floor markers, benches, tables, video recording equipment, CD/MP3 player, party music.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. The final assessment takes place in the final lesson, when children create their own sequence.

### Differentiation

Differentiation will vary for each activity. It may be through equipment used, support given or the task itself. Please see individual lesson plans for details.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE Reception Risk Assessment](#) to support with this.

### Development Matters Links

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Develop overall body strength, coordination, balance and agility. (PD: Reception)

### Objectives Covered throughout This Unit

- To develop the ability to jump in a range of ways from one space to another.
- To control my body when jumping and balancing.
- To create a sequence using a jump and a balance.
- To develop the ability to roll in a range of ways.
- To control my body when rolling in a range of ways.
- To perform a sequence with confidence and control.

### Success Criteria Covered throughout This Unit

- I can jump from one space to another.
- I can hop from one space to another.
- I can balance on one leg.
- I can confidently balance on a range of different equipment.
- I can confidently climb on a range of different equipment.
- I can confidently jump off a range of equipment.
- I can land safely and with confidence when jumping off of equipment.
- I can confidently jump over a range of small equipment.
- I can confidently join a range of movements to create a small sequence.
- I can control my body when performing my sequence of movements.
- I can make my body roll in different ways.
- I can perform a range of different rolls.

### Skills Covered throughout This Unit

- Agility
- Balance
- Coordination

### Implications for Future Teaching

<b>Lesson 1</b>	<u><a href="#">Jumping Jacks</a></u>
<p><b>Lesson Objective</b></p> <p>To develop the ability to jump in a range of ways from one space to another.</p> <ul style="list-style-type: none"> <li>• I can jump from one space to another.</li> <li>• I can hop from one space to another.</li> <li>• I can confidently join a range of movements to create a short sequence.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, children will be introduced to jumping on the ground. They will work in small groups to create their own simple sequence using hops, steps, leaps, jumps and bounces.</p> <p><b>Resources:</b> <a href="#">Foundation PE (Reception) Rabbit Tails Warm-Up Activity Card</a>, <a href="#">Foundation PE (Reception) Backward Boats Cool-Down Activity Card</a>, <a href="#">Sleeping Bunnies Nursery Rhyme Poster</a>, <a href="#">Artistic Gymnastics Display Photos</a>, <a href="#">Gymnastic Jumps and Sequencing Board</a>, <a href="#">Foundation PE (Reception) Types of Jumps Teacher Support Card Pack</a>, floor mats.</p>

<b>Lesson 2</b>	<u><a href="#">Jump and Stop</a></u>
<p><b>Lesson Objective</b></p> <p>To control my body when jumping and balancing.</p> <ul style="list-style-type: none"> <li>• I can jump from one space to another.</li> <li>• I can hop from one space to another.</li> <li>• I can confidently jump over a range of small equipment.</li> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can balance on one leg.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will continue to develop their jumping sequences. This time, they will use a range of small equipment, such as mats, benches, tables, hoops and cones to hop, step, leap, jump and bounce over. They will also be introduced to balancing and will start to include a balance in their sequence.</p> <p><b>Resources:</b> <a href="#">Foundation PE (Reception) Guess the Corner Warm-Up Activity Card</a>, <a href="#">Foundation PE (Reception) Balancing Spots Cool-Down Activity Card</a>, <a href="#">Gymnastics Safety Display Photos</a>, <a href="#">Gymnastic Jumps and Sequencing Board</a>, <a href="#">Foundation PE (Reception) Types of Jumps Teacher Support Card Pack</a>, floor mats, benches, tables, hoops, cones, skipping ropes, markers, video recording equipment, CD/MP3 player, party music.</p>

<b>Lesson 3</b>	<u><a href="#">Joining Jumps</a></u>
<p><b>Lesson Objective</b></p> <p>To create a sequence using a jump and a balance.</p> <ul style="list-style-type: none"> <li>• I can confidently climb on a range of different equipment.</li> <li>• I can confidently jump off a range of equipment.</li> <li>• I can land safely and with confidence when jumping off of equipment.</li> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can confidently balance on a range of different equipment.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will develop their jumping skills to include climbing onto and jumping off equipment in their sequence. They will also add balances into their sequence and perform them with increasing confidence.</p> <p><b>Resources:</b> <a href="#">Foundation PE (Reception) DVD Player Warm-Up Activity Card</a>, <a href="#">Foundation PE (Reception) Sleeping Spiders Cool-Down Activity Card</a>, <a href="#">Gymnastic Jumps and Sequencing Board</a>, <a href="#">Foundation PE (Reception) Types of Jumps Teacher Support Card Pack</a>, <a href="#">Gymnastic Challenge Cards</a>, floor mats, cones, hoops, beanbags, floor markers, benches, tables, video recording equipment, CD/MP3 player, party music.</p>

<b>Lesson 4</b>	<u><a href="#">Rock and Rolls</a></u>
<p><b>Lesson Objective</b></p> <p>To develop the ability to roll in a range of ways.</p> <ul style="list-style-type: none"> <li>• I can make my body roll in different ways.</li> <li>• I can perform a range of different rolls.</li> </ul>	<p><b>Lesson Outline:</b></p> <p>During this lesson, the children will learn and practise a range of different rolls: the egg roll, pencil roll, dish roll and teddy bear roll. They will also learn to rock forward and backward (an introduction to the forward and backward roll).</p> <p><b>Resources:</b> <a href="#">Foundation PE (Reception) Rabbit Tales Warm-Up Activity Card</a>, <a href="#">Foundation PE (Reception) Hibernating Hedgehogs Cool-Down Activity Card</a>, <a href="#">Gymnastic Rolls Support Cards</a>, <a href="#">Types of Rolls Teacher Support Card Pack</a>, <a href="#">Gymnastics Flips and Tumbles Display Photos</a>, floor mats, video recording equipment, CD/MP3 player, party music.</p>

## Lesson 5

### [Range of Rolls](#)

#### Lesson Objective

To control my body when rolling in a range of ways.

- I can make my body roll in different ways.
- I can perform a range of different rolls.
- I can confidently join a range of movements to create a short sequence.

#### Lesson Outline:

During this lesson, the children will continue to learn how to perform the five different types of rolls that were introduced in Lesson 4. They will then start to think about how they can link these rolls together.

**Resources:** [Foundation PE \(Reception\) Simon Says Warm-Up Activity Card](#), [Foundation PE \(Reception\) Spaghetti Game Cool-Down Activity Card](#), [Gymnastic Rolls Support Cards](#), [Gymnastic Rolls and Sequencing Board](#), [Types of Rolls Teacher Support Card Pack](#), [Gymnastic Rolls Posters](#), floor mats, CD/MP3 player, party music.

## Lesson 6

### [Super Sequences](#)

#### Lesson Objective

To perform a sequence with confidence and control.

- I can confidently join a range of movements to create a short sequence.
- I can control my body when performing my sequence of movements.

#### Lesson Outline:

During the final lesson, the children will work in pairs to develop a final sequence of at least three actions, which will include a jump, a roll and a balance. They will also have to use a piece of large gym equipment in their sequence. They will practise and perform their sequence to an audience.

**Resources:** [Foundation PE \(Reception\) Stand Up, Sit Down Warm-Up Activity Card](#), [Foundation PE \(Reception\) Waterfall Cool-Down Activity Card](#), [Gymnastic Action Posters](#), [Foundation PE \(Reception\) - Gymnastic Action and Sequencing Board](#), [Types of Rolls Teacher Support Card Pack](#), [Types of Jumps Teacher Support Card Pack](#), [Gymnastic Jumps Posters](#), floor mats, hoops, benches, tables, video recording equipment.



## Scheme of Work Summer Term 2

Area: Games

Games: The Olympics

Date:

Start the unit of lessons by looking at the [Athletics Events Display Photos](#) and talking about athletes and sporting competitions, such as the Olympics. Tell the children that they are going to become athletes and that during their PE lessons over the coming weeks, they are going to be practising for their athletics competition - the Mini Olympics!

### Unit Overview

During this set of seven lessons, children will practise a range of skills, using some small equipment. They will be learning how to throw, run and jump in a range of different ways. Children's learning will be linked to a range of Olympic sports. After this series of lessons they will take part in an Olympic multi-skills competition.

### Vocabulary

Run, jump, throw, move, agility, balance, coordination, speed, balls, target, distance, obstacle, Olympics, athletes, javelin, discus, shot-put, sprinting, long-distance running, high jump, long jump, warm-up, cool-down.

### Equipment

Balls, targets (e.g. boxes, tubs), hoops, chalk, beanbags, cones, safety disc marker cones, ribbons (or tag rugby belts), floor markers, obstacles to jump over, skipping ropes.

### Assessment

Assess children during each lesson through observation and questioning. Children should be able to talk about the skills they are developing. Assessment opportunities for the unit are highlighted in the final lesson, in which children have the opportunity to practise all of the skills they have learnt during a mini Olympics event.

### Differentiation

Differentiation will vary for each activity. It may be through equipment used, support given or the task itself. Please see individual lesson plans for details.

### Health and Safety

A risk assessment should be carried out to assess the safety of the space you are working in and the equipment you are using. Use the [PE Reception Risk Assessment](#) to support with this.

### Skills Covered throughout This Unit

- Agility
- Coordination
- Balance

### Development Matters Links

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PD: Reception)
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception)
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Develop overall body-strength, balance, coordination and agility. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)

### Objectives Covered throughout This Unit

- To develop the ability to throw an object.
- To develop the ability to move at speed.
- To adapt the body when moving at speed.
- To learn how to jump safely.
- To develop the ability to jump in different ways.

### Success Criteria Covered throughout This Unit

- I can push an object. (towards a target)
- I can throw an object. (at/in a target)
- I can travel confidently in a range of ways. (running)
- I can safely play a chasing game with other children.
- I can successfully move in and out of objects at speed.
- I can change direction when travelling at speed.
- I can avoid objects when travelling at speed.
- I can travel confidently in a range of ways. (jumping)
- I can jump in a range of ways.
- I can bend my knees to make myself jump further.
- I can land safely when jumping.
- I can jump over an obstacle.
- I can confidently negotiate a space.

<b>Lesson 1</b>	<a href="#"><u>Move That Ball</u></a>
<b>Lesson Objective</b> To develop the ability to throw an object. <ul style="list-style-type: none"> <li>• I can push an object.</li> <li>• I can push an object towards a target.</li> <li>• I can throw an object.</li> <li>• I can throw an object at a target.</li> </ul>	<b>Lesson Outline:</b> Introduce this lesson as learning all about the javelin, discus or shot-put. Children will use a ball and a hoop in a range of throwing/aiming activities.
	<b>Resources:</b> <a href="#">Foundation PE (Reception) High Hoop Low Hoop Warm-Up Activity Card</a> , <a href="#">Foundation PE (Reception) Balancing Beanbags Cool-Down Activity Card</a> , <a href="#">Athletics Events Display Photos</a> , balls, hoops, beanbags (at least one per child) or screwed-up sheets of paper (these are safer than beanbags), targets (e.g. boxes, tubs).

<b>Lesson 2</b>	<a href="#"><u>Throw That Ball</u></a>
<b>Lesson Objective</b> To develop the ability to throw an object. <ul style="list-style-type: none"> <li>• I can throw an object.</li> <li>• I can throw an object at a target.</li> <li>• I can throw an object into a target.</li> </ul>	<b>Lesson Outline:</b> Children will continue to develop their throwing skills. They will use different-sized balls and throw at a range of targets, improving their accuracy, as well as their long-distance throwing.
	<b>Resources:</b> <a href="#">Foundation PE (Reception) Roll the Ball Warm-Up Activity Card</a> , <a href="#">Foundation PE (Reception) 1, 2, 3 Catch Cool-Down Activity Card</a> , <a href="#">Athletics Events Display Photos</a> , balls (at least one per child), lots of screwed-up paper balls, targets (e.g. boxes, tubs), hoops, beanbags, equipment to create a dividing line (such as chalk, benches, a net or skipping ropes).

<b>Lesson 3</b>	<a href="#"><u>Run, Run, as Fast as You Can</u></a>
<b>Lesson Objective</b> To develop the ability to move at speed. <ul style="list-style-type: none"> <li>• I can travel confidently in a range of ways (running).</li> <li>• I can safely play a chasing game with other children.</li> <li>• I can successfully move in and out of objects at speed.</li> </ul>	<b>Lesson Outline:</b> Introduce this lesson as being all about running, sprinting and long-distance running. Children will learn to play a range of chasing games, manoeuvring around equipment.
	<b>Resources:</b> <a href="#">Foundation PE (Reception) Seek Your Spot Warm-Up Activity Card</a> , <a href="#">Foundation PE (Reception) Traffic Police Cool-Down Activity Card</a> , <a href="#">Athletics Events Display Photos</a> , cones (or objects which could be used as an obstacle e.g. boxes), ribbons (or tag rugby belts).

<b>Lesson 4</b>	<a href="#"><u>Avoid That Object</u></a>
<b>Lesson Objective</b> To adapt the body when moving at speed. <ul style="list-style-type: none"> <li>• I can travel confidently in a range of ways (running).</li> <li>• I can confidently negotiate a space.</li> <li>• I can change direction when travelling at speed.</li> <li>• I can avoid objects when travelling at speed.</li> </ul>	<b>Lesson Outline:</b> Children will continue to practise running at speed and manoeuvring around objects. They will start to change speed and direction as they run.
	<b>Resources:</b> <a href="#">Foundation PE (Reception) Traffic Lights Warm-Up Activity Card</a> , <a href="#">Foundation PE (Reception) Gears Cool-Down Activity Card</a> , <a href="#">Athletics Events Display Photos</a> , safety marker disc cones, standing cones (or objects which could be used as obstacles e.g. boxes), ribbons (or tag rugby belts).



## Lesson 5

### [Jump, Jump and Jump Some More](#)

#### Lesson Objective

To learn how to jump safely.

- I can travel confidently in a range of ways (jumping).
- I can jump in a range of ways.
- I can bend my knees to make myself jump further.
- I can land safely when jumping.

#### Lesson Outline:

Introduce this lesson as learning all about the long jump and high jump. Children will learn how to jump higher and further.

**Resources:** [Jumping Activities Planner](#), [Foundation PE \(Reception\) Activity Beans Warm-Up Activity Card](#), [Foundation PE \(Reception\) Bounce High, Bounce Low Cool-Down Activity Card](#), [Athletics Events Display Photos](#), safety marker disc cones, floor markers or spots, hoops, a large gym mat, chalk (or masking tape).

## Lesson 6

### [Jump It](#)

#### Lesson Objective

To develop the ability to jump in different ways.

- I can travel confidently in a range of ways (jumping).
- I can jump in a range of ways.
- I can jump over an obstacle.

#### Lesson Outline:

Children will continue to practise jumping in different ways, focusing on jumping to and from a point and over small objects.

**Resources:** [Jumping Activities Planner](#), [Foundation PE \(Reception\) Activity Beans Warm-Up Activity Card](#), [Foundation PE \(Reception\) Walk the Line Cool Down Activity Card](#), [Athletics Events Display Photos](#), floor markers or spots, hoops, low obstacles to jump over (safety marker disc cones, hurdles, skipping ropes, low cardboard boxes, floor markers), higher obstacles to jump over (with gym mats for safety).

## Lesson 7

### [Mini Olympics - Assessment Lesson](#)

#### Lesson Objective

(from the previous 6 lessons)

- To develop the ability to throw an object.
- To develop the ability to move at speed.
- To adapt the body when moving at speed.
- To learn how to jump safely.
- To develop the ability to jump in different ways.

#### Lesson Outline:

Set up a range of different multi-skills activities to enable children to use the skills they have learnt in the series of lessons. This is an excellent opportunity to assess the children.

**Resources:** [Mini Olympics Multi-Skills Activities Planner](#), [Mini Olympics Achievement Certificates](#), [Foundation PE \(Reception\) - Games - The Olympics Teacher Support Cards Pack](#), [Foundation PE \(Reception\) - Games - The Olympics Assessment Pack](#), [The Olympics Observation Speech Bubbles](#), [Foundation PE \(Reception\) Follow the Leader Warm-Up Activity Card](#), [Foundation PE \(Reception\), Balancing Spots Cool-Down Activity Card](#), floor markers or spots, hoops, beanbags, safety marker disc cones, obstacles to jump over (e.g. hurdles, skipping ropes, low cardboard boxes), gym mats (for safety).

# Gymnastics: Animals



## Cycle A Year 1 and 2 Autumn 1 Indoor

The Gymnastics – Animals Unit for Year 1 and 2 teaches children to lift, carry and use gymnastic apparatus safely. Children learn to travel safely in different ways, at different speeds and levels. They bounce, hop, hopscotch, gallop, skip, tiptoe and run in different directions. They learn to jump safely on the ground and onto and from equipment. They jump and roll into different shapes, and put contrasting movements together to make sequences that they remember, repeat and perform. They think about why they exercise and consider each other's performances, evaluating and improving their work.



### Health & Safety

Check that children are wearing appropriate clothes for PE (Loose-fitting shorts/tracksuits, T-shirts and bare feet). Long hair should be tied back and jewellery removed. Refer to the **Adult Guidance** for the unit for safe techniques when jumping and rolling and for lifting, carrying and using gymnastic apparatus. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

The **Home Learning Sheet** provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Watch gymnasts doing jumps, twists, turns, rolls and movement sequences. Try out some trampolines if you have them available or visit a trampoline centre. Investigate how different animals move.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- lift and carry equipment;
- follow instructions;
- understand that we need to warm up and cool down our bodies before and after exercise;
- bounce and jump;
- describe their partner's movements;
- move fast and slow;
- make wide and thin shapes;
- rock;
- link two movements.

### ...most children will be able to:

- lift and carry apparatus in a group;
- follow instructions involving two or more commands;
- remember where apparatus goes;
- say how their body feels before, after and during exercise;
- jump from two feet to two feet;
- jump down from equipment;
- say what they like about their partner's movements;
- change speed from fast to slow.
- move high and low;
- jump into a wide, thin or curled shape;
- roll in a curled or long, thin shape;
- perform a movement sequence;
- link actions with a movement to form a sequence.

### ...some children will be able to:

- take responsibility for setting out more complicated gymnastic apparatus;
- follow more complicated instructions;
- lead their group in setting out and putting away apparatus;
- Suggest ways to warm up and cool down before and after exercise;
- jump onto equipment;
- suggest how they could improve their movements;
- move at varying speeds;
- move at high, low and medium levels;
- make contrasting movements;
- do a teddy bear roll;
- remember and perform a movement sequence in reverse;
- move with flow.

# Lesson Breakdown

## 1. Animal Antics

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can carry and place apparatus.

## Resources

- Access to the Hall
- Large balls
- Hoops
- Mats
- Benches
- Agility tables



## 2. Bouncing Bunnies

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can travel safely in different ways.

- Access to the Hall
- Mats
- Benches
- Agility tables



## 3. At the Zoo

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can travel at different speeds and levels.

- Access to the Hall
- Mats
- Benches
- Agility tables



## 4. Fantastic Frogs

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can make and hold different shapes.

- Access to the Hall
- Mats
- Benches
- Agility tables
- Hoops
- Skipping Ropes
- Beanbags
- Hurdles



## 5. Hurling Hedgehogs

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can link two actions to make a sequence.

- Access to the Hall
- Mats
- Benches
- Agility tables



## 6. Speedy Squirrels

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals'

- I can link two actions with a movement.

- Access to the Hall
- Mats
- Benches
- Agility tables



# Throwing and Catching



## Cycle A Year 1 and 2 Autumn 1 Outdoor

### Introduction

This Throwing and Catching unit for year 1 will teach your class basic ball handling skills. They will learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. The unit progresses the children from simple rolling to underarm throwing and two handed catching. They will also develop tracking and receiving skills, which are essential skills for playing ball games. The children will also gain experience of playing some simple team games, following rules, competing, and supporting each other to win. The final lesson gives children the opportunity to showcase their learnt skills in a carousel of activities.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls, such as sponge balls or even beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- A larger target area will give more success when aiming the ball, as will decreasing the distance to the target.
- Softer and larger balls will roll more slowly.
- Allow children to work together on adapting activities, where necessary.

### Wider Learning

Give the children opportunities to apply their new skills by playing games involving them, such as skittles or person in the middle.

Visit [England Netball](#) to find out about netball competitions and how you can arrange for a netball officer to help support your teaching through netball workshops.

### Home Learning

#### Throwing and Catching

The home learning provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- roll a ball forward, with some success;
  - stop a ball rolled over a short distance, using two hands;
  - throw a beanbag underarm;
  - use an underarm throw to throw a beanbag over a short distance;
  - use two hands when attempting to catch a beanbag or large ball;
  - sometimes successfully catch using two hands;
  - sometimes use techniques to help them with catching,
- e.g. tracking the object, hand placement and moving their feet;
- using two hands, sometimes catch a beanbag or ball that someone has thrown;
  - sometimes throw an object accurately to someone so that they can catch it;
  - use two hands to bounce a large ball on the floor;
  - use two hands to sometimes catch a large ball as it bounces off the floor.

## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- roll a ball to a partner, with some control;
- track and stop a ball rolled over a medium distance, with success;
- throw an object underarm using the correct technique;
- use an underarm throw to throw an object over a medium distance, towards a certain direction;
- use two hands when catching a beanbag or large ball;
- be successful usually at catching using two hands;
- usually use techniques to help them with catching, e.g.

- tracking the object, hand placement and moving their feet;
- using two hands, usually catch a beanbag or ball that someone has thrown;
- catch an object and usually throw it accurately on to someone else so that they can catch it;
- use two hands to bounce a ball on the floor or at a target on the floor;
- use two hands to usually catch a ball as it bounces off the floor.

### ...some children will be able to:

- roll a ball over a long distance, with control;
- track a rolled ball and get into the correct position to stop it, with good success;
- throw an object underarm with control, using the correct technique;
- use an underarm throw to throw an object over a long distance, aiming in a certain direction;
- use two hands to catch a beanbag, large or small ball;
- often successfully catch using two hands;

- often use techniques to help them with catching, e.g. tracking the object, hand placement and moving their feet;
- using either one or two hands, often catch a ball that someone has thrown;
- catch an object and quickly throw it on to someone else, often throwing it accurately so that they can catch it;
- use one or two hands to bounce a ball on the floor or at a target on the floor;
- using either one or two hands, often catch a ball as it bounces off the floor.

## Lesson Breakdown

### 1. Rolling, Rolling, Rolling

To master basic movements including running, jumping, throwing and catching.

To learn how to track and receive a ball.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls (a range of different shapes, sizes and weights, e.g. rugby balls, tennis balls, dodgeballs)
- Quoits
- Chalk line on the floor or playground markings



### 2. Throwing Underarm

To master basic movements including running, jumping, throwing and catching.

To throw underarm.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls
- Beanbags
- Cones or skittles
- Hoops



## Lesson Breakdown

### 3. Can I Catch?

To master basic movements including running, jumping, throwing and catching.

To catch an object by myself.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls, small and large
- Beanbags



### 4. All Together Now

To master basic movements including running, jumping, throwing and catching.

To throw and catch an object with a partner.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls
- Beanbags



### 5. Bouncing Along

To master basic movements including running, jumping, throwing and catching.

To bounce a ball on the spot.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls
- Hoops



### 6. Throw and Catch Carousel

To master basic movements including running, jumping, throwing and catching.

To throw, catch and bounce an object.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access an outside space, or hall if it is bad weather
- Balls
- Beanbags
- Cones or Skittles
- Hoops





## Cycle A Year 1 and 2 Autumn 2 Indoor

### Introduction

The Dance -Starry Skies Unit for Year 1 teaches children to dance on their own, with partners and in groups. They experiment with dancing with objects and pretending to dance with them. They make shapes with objects, their bodies and others, hold them and move in them. The unit draws upon exciting stimuli that link well to cross-curricular themes, including fireworks, astronauts, aliens, the stars and literacy with the 'Aliens Love Underpants' story. The lessons suggest a broad selection of music and instruments to use as accompaniments to movement. The children copy and develop dance patterns of their own to the music. They explore light and heavy movements, moving along different pathways, retell stories and consider ways to demonstrate emotions. In each lesson they have the opportunity to observe each other dancing, describe and appreciate their movements.

### Health & Safety

Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt). Long hair should be tied back and jewellery removed. Refer to the Adult Guidance for the unit for safe techniques when jumping. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.

### Home Learning

**Starry Skies Activities:** The home learning provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- move freely to music;
- dance in the wider space;
- move fast or slow;
- move high or low;
- move an object;
- make a spikey shape;
- make a low shape;
- follow a pathway;
- jump;
- copy movements;
- work on their own;
- use expressions to communicate feelings;
- say how they or someone else moves;
- say if they like some music or a dance.

#### ...most children will be able to:

- make a shape hold it and move about in that shape;
- make a high and low level shape;
- dance in their personal space and in the wider space;
- dance with an object to communicate an idea;
- pretend to dance with an object to communicate an idea;
- move to the rhythm of the music;
- move an object to the rhythm of the music;
- mirror movements;
- choose movements to add together to make a dance;
- talk about how music and dancing makes them feel;
- say what they like about their own and other's movements;
- use movement to communicate feelings;
- perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it;
- work on their own and with a partner or a group;
- perform a canon;
- move in unison;
- change between fast and slow movements;
- change between high and low movements;
- change between light and heavy movements;
- create a pathway;
- improvise an idea;
- move in response to stimuli;
- remember simple movement patterns.

## Assessment Statements

### ...some children will be able to:

- with a partner pretend to dance with an object to communicate an idea;
  - move at high, low and medium levels;
  - move at fast, slow and intermediate speeds;
  - make shapes at high, medium and low levels;
  - reverse their pathway;
  - improvise different ideas;
  - demonstrate movements;
- lead a group in movement in response to stimuli;
  - remember simple movement patterns and improve them;
  - move smoothly between basic actions and movement patterns;
  - say how they or someone else could improve;
  - say why music or dance makes them feel a certain way.



## Lesson Breakdown

### 1. Fireworks

To perform dances using simple movement patterns in the context of events beyond living memory that are significant nationally.

I can dance with an object.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- Streamers or scarves
- Fireworks music for example: [‘Music for the Royal fireworks’](#) by Handel



### 2. Fireworks Display

To perform dances using simple movement patterns in the context of events beyond living memory that are significant nationally.

I can use my body and an object to express an idea.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- Streamers or scarves
- Fireworks music for example: [‘Music for the Royal fireworks’](#) by Handel



### 3. Astronauts

To perform dances using simple movement patterns in the context of ‘events beyond living memory that are significant nationally or globally’.

I can move in different ways.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- [Video clip](#) about the moon
- Moon walking music for example: [Cosmos Volume 2](#)



### 4. Aliens

To perform dances using simple movement patterns in the context of ‘listening to and discussing a wide range of poems, stories’.

I can make different shapes with my body.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- Sponge balls
- ‘Aliens Love Underpants’ by Claire Freedman



### 5. Aliens Love Underpants

To perform dances using simple movement patterns in the context of ‘listening to and discussing a wide range of poems, stories’.

I can make different shapes with others.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- Hoops
- Aliens Love Underpants by Claire Freedman
- Space travel music for example: The [‘Star Wars’ theme song](#) by Jon Williams.



### 6. Constellations

To perform dances using simple movement patterns in the context of ‘experience and observe phenomena looking more closely at the natural and human constructed world around them.’

I can dance in different formations.

#### Resources

##### [Lesson Pack](#)

- Access to the Hall
- Star dance music for example: [Ambient Space music](#)





## Cycle A Year 1 and 2 Autumn 2 Outdoor

### Introduction

This Invasion Games unit for year 1 will teach your class the basic skills they need to participate in simple invasion games. The skills are taught in an engaging and motivational manner, with all lessons having a fairground theme. Children will learn different ways of travelling, including moving backwards, sidestepping and changing direction. They will apply these different methods of travelling as they move onto travelling with a ball. Children will have the opportunity to learn about passing a ball to another player, beginning by practising this skill simply and then applying it to a game situation. Finally, children will consolidate and apply all their skills in a simple invasion game.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Large, open space can provide children with additional space to move around in.
- Vary the surface, e.g. travelling over grass, tarmac, wooden floors.
- Use different sized balls.
- Reduce the duration of activities for students with lower levels of fitness.
- Use different kinds of balls that are easier to hold, throw or see. Goal balls have bells inside so that visually impaired students can locate them more easily.

### Skills Circuit

The Skills Circuit includes a set of activities that provide the children with the opportunity to practise and apply a range of skills linked to their learning. The activities can be done during extracurricular time or as extra skills practice. Alternatively, it could be set up as a lesson if you have extra time during or at the end of a unit.

### Wider Learning

You may wish to contact a local football, hockey, netball or basketball team to arrange to watch a match or have players come in to visit your setting.

Children can link their PE skills to other curriculum areas; for example, they could measure how accurately they pass, using standard or non-standard units, or they could write a short set of instructions for passing a ball.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- travel backwards;
- travel sideways;
- move in different directions;
- bounce a ball once and then hold the ball while they walk forwards;
- push a ball with their foot a short distance forwards and then walk to catch it up;
- travel slowly forwards with a ball;
- keep the ball close to them so that they can control it;

- change direction with some control, by stopping and picking up the ball before travelling again;
- control the ball when travelling by keeping it close to them;
- use their feet to attempt to pass a ball over a short distance;
- aim a ball towards a target;
- begin to pass a ball to another player;
- travel with a ball over a short distance.

### ...most children will be able to:

- travel backwards and keep their balance;
- travel sideways in different directions;
- change direction while travelling;
- bounce a ball and catch it repeatedly as they walk forwards;
- repeatedly push a ball with their foot while they walk

- forwards to meet it;
- slowly travel in different directions with a ball;
- keep control of a ball while travelling slowly;
- change direction slowly while travelling with the ball;
- keep control of a ball while travelling slowly;

## Assessment Statements

- use their hands or feet to pass a ball to a partner, doing this successfully some of the time;
- aim a ball at a target and reach it some of the time;

By the end of this unit...

- pass a ball to another player;
- pass the ball to a player to try to score points in a game.

### ...some children will be able to:

- travel backwards with control and keep their balance;
- travel sideways with control, and move in different directions;
- change direction while travelling, with good control of their body;
- bounce a ball repeatedly as they travel forwards;
- repeatedly push a ball forwards with their foot as they travel;
- travel in different directions with a ball;
- keep control of a ball as they travel at different speeds;

- change direction with increasing speed while travelling with the ball;
- keep control of a ball as they travel;
- use their hands or feet to pass a ball to a partner, usually doing this successfully;
- aim a ball at a target and reach it most of the time;
- pass a ball to another player with control;
- pass the ball accurately to a player to try to score points in a game.

## Lesson Breakdown

### 1. Fairground Fun!

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To travel in different ways with control.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Chalk/cones
- Skipping ropes



### 2. Roll-a-Ball

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To travel with a ball in different ways.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Footballs
- Basketballs



### 3. Monorail

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To control a ball while travelling in different directions.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Large balls
- Cones
- Hoops
- Chalk



## Lesson Breakdown

### 4. Pinball

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To change direction quickly while travelling with a ball.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Large balls
- Cones
- Hoops
- Chalk



### 5. Coconut Shy

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To pass the ball to another player.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Large balls
- Cones
- Chalk



### 6. All the Fun of the Fair

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To use travelling and passing skills in a game.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Outdoor space
- Large balls
- Cones/chalk
- Hoops





## Cycle A Year 1 and 2 Spring 1 Indoor

### Introduction

This unit is designed to build the overall fitness of your children through a circuit of eight activities, each of which is based on a different skill. Fun practices are used each week before the children are introduced to two of the circuit activities. During the final two lessons, children will complete the whole circuit and use a scorecard to enable them to see the progress that they have made. Opportunities are provided for the children to watch others and to evaluate their own performance. This unit has a strong Health and Fitness focus and the children will learn about the effects of exercise on their body.

### Health & Safety

Check the area for any hazards before beginning the lesson. Make sure that all children are appropriately dressed and have suitable footwear for running and jumping. Long hair should be tied back and all jewellery removed before every lesson. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.

### Home Learning

This activity sheet provides children with a set of six fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extracurricular time at school.

### Wider Learning

**Jumping** - Use [this](#) resource to practise some different types of jump.

**Obstacles** - Use [this](#) resource to challenge children to create their own obstacle course while also practising their maths skills.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>begin to change the speed of travel to go round an obstacle;</li><li>perform a jump, landing on one foot;</li><li>hop and jump a short distance to complete a circuit activity;</li><li>talk about how they feel after exercise with support;</li><li>move a short distance while remaining balanced on a straight line;</li><li>balance a beanbag on a part of their body for a short period;</li></ul> | <ul style="list-style-type: none"><li>begin to show some control over the path of a ball when rolling it over the ground;</li><li>bounce and catch a ball, moving forwards in-between bounces;</li><li>complete activities modelled to them by a partner and record a score with help;</li><li>identify their highest and lowest scores;</li><li>tell a partner what they are doing well in their performance with support;</li><li>talk about their scorecard with support.</li></ul> |
|--|--|

#### ...most children will be able to:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>go round an obstacle showing some control;</li><li>perform a leap, successfully taking off from one foot and landing on the other;</li><li>hop and jump with control to complete a circuit activity independently;</li><li>talk about how they feel after exercise and why it is important to warm up before they begin;</li><li>keep a beanbag balanced on a part of their body while weaving between cones;</li><li>remain balanced while travelling along a straight or curvy line;</li></ul> | <ul style="list-style-type: none"><li>roll a ball along a path and begin to show some control over its speed;</li><li>travel forwards while bouncing and catching a ball with growing control;</li><li>complete activities independently, remembering how to perform each skill and record their score;</li><li>identify which activity they need to improve;</li><li>tell a partner what they are doing well in their performance and identify an area for improvement;</li><li>identify improvements shown on their scorecard.</li></ul> |
|--|--|

## Assessment Statements

By the end of this unit...

...some children will be able to:

- go round obstacles with control;
- perform a leap as part of a run to go over obstacles;
- show good control when hopping on either foot and performing a two-footed jump and can combine these to complete a circuit activity independently;
- explain why it is important to warm up and cool down in PE lessons;
- keep a beanbag balanced on a part of their body while weaving between cones, showing increasing speed;
- travel along a line, tracing differently shaped pathways with confidence;
- roll a ball along a path showing good control of its speed and direction;
- demonstrate good control of a ball when bouncing and catching while moving forwards;
- assist their peers by clearly explaining how to complete activities, describing the skill required and recording scores correctly;
- identify which activity needs to be improved and possible ways to do this;
- watch a partner and give them clear feedback on their strengths and what they could change in order to improve;
- explain possible reasons for why their scores have improved in certain activities.

## Lesson Breakdown

### 1. Mind the Cones

To develop balance and co-ordination when moving round or over an obstacle.

To master basic movements and apply these in a range of activities.

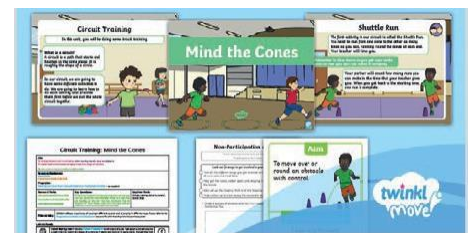
To move over or round an obstacle with control.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Timer
- Rugby ball



### 2. Just Jump!

To develop balance and co-ordination when jumping in different ways.

To master basic movements and apply these in a range of activities.

To jump in different ways with control.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber spots
- Skipping ropes
- Timer



### 3. Balancing Act

To develop balance and co-ordination when balancing an object.

To master basic movements and apply these in a range of activities.

To show control and balance when travelling along a pathway.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Hoops
- Beanbags
- Timer
- Skipping ropes
- Rubber spots



## Lesson Breakdown

### 4. Roll It, Bounce It!

To develop balance and co-ordination when rolling a ball.

To master basic movements and apply these in a range of activities.

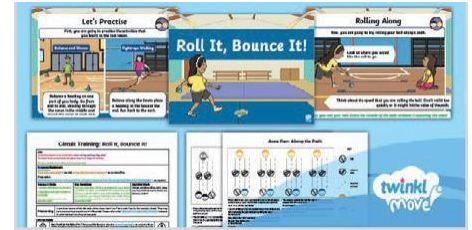
To show control when rolling and bouncing a ball.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Skipping ropes
- Beanbags
- Hoops
- Balls
- Basketballs
- Timer



### 5. The Whole Circuit

To develop balance and co-ordination.

To master basic movements and apply these in a range of activities by combining skills independently.

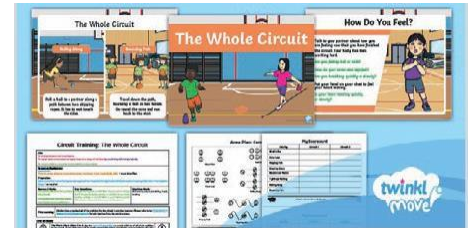
To combine skills to complete circuit activities independently.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Hoops
- Beanbags
- Skipping ropes
- Balls
- Basketballs
- Timer
- Rubber spots



### 6. Help Your Partner

To develop balance and co-ordination.

To master basic movements and apply these in a range of activities, trying to improve upon previous performance.

To watch and evaluate the performance of a partner.

To complete activities independently and to try to improve my own performance.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Hoops
- Beanbags
- Skipping ropes
- Timer
- Rubber spots
- Balls
- Basketballs



# Attacking and Defending

PE



## Cycle A Year 1 and 2 Spring 1 Outdoor

### Introduction

This 'Attacking and Defending' unit will teach your class about the skills players need in different team games. The children will learn about attacking skills, such as passing a ball to another player and dodging defenders. They will develop their defending skills, looking at how to mark players and how to defend a space. Children will have the opportunity to play a range of mini team games to help them identify and improve their skills.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Health & Safety

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls such as sponge balls or even beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- A range of equipment, including different types of balls.
- A larger target area during activities will aid ball movement.
- Allow children to work together on adapting activities, where necessary.

### Home Learning

#### Attacking and Defending Activities

This Activity Sheet provides children with a set of six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

If you have a local football or netball team, arrange to watch a game, or have some of the players visit your class.

You can also visit [England Netball](#) to find out about netball competitions and how you can arrange for a netball officer to help support your teaching through netball workshops.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- move to a free space in a team game;
- move away from a defender in a team game;
- begin to stay near to an attacker;
- begin to follow an attacker's movements;
- begin to get between two attackers;
- begin to get into a space to intercept a ball;
- begin to pass a ball to another player;
- begin to look for other players to pass to in useful spaces;
- begin to lean away from a defender;
- begin to look for a space to move into, to get past a defender;
- begin to use simple attacking and defending skills in a team game;
- begin to identify a skill I can improve on and use resources to work on this.

### ...most children will be able to:

- move to a space closer to the goal in a team game;
- move to a space away from a defender and pass to a teammate in a free space;
- stay near to an attacker;
- follow an attacker's movements, travelling in the same direction they do;
- get into a space between two attackers;
- get into a space to intercept a ball;
- begin to look for other players to pass to in useful spaces;
- move into a space to receive a pass;
- lean side to side to help me change direction to dodge a defender;
- look for a space to move into to dodge a defender;
- use simple attacking and defending skills in a team game;
- identify skills I can improve on and actively work towards improving these skills in a team game.



## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- choose an appropriate space in a team game, even if that is further away from the goal;
- move to a space away from a defender so that a teammate can pass to me in a team game;
- confidently stay near to an attacker, making sure I do not get in their way;
- quickly follow an attacker's movements, changing speed and direction as they do;
- confidently get into the space between two attackers, stopping them from moving forward;
- consider where an attacker is going to send a ball, and confidently get into a space to intercept it;
- look for a player in the most useful space and pass to them;
- quickly change direction in order to move to a useful space;
- look for the most useful space to move into to dodge a defender and reach my goal;
- use attacking and defending skills simultaneously in a team game;
- identify specific skills I can improve on and discuss how I plan to work on them. I can focus on this in a team game.

## Lesson Breakdown

### 1. Using Space

To participate in team games, developing simple tactics for attacking and defending.

To use space to try to score points in a team game.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones - at least one per child
- Balls - 1 per group
- Outdoor space



### 2. Marking Players

To participate in team games, developing simple tactics for attacking and defending.

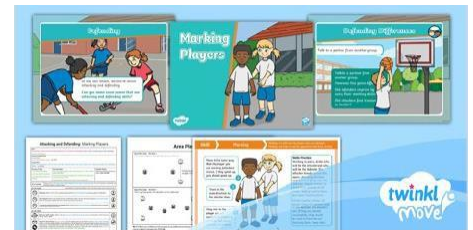
To mark another player.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Whistle
- Outdoor space



### 3. Dynamic Defenders

To participate in team games, developing simple tactics for attacking and defending.

To defend the space between players.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Mats
- Benches
- Balls
- Beanbags
- Outdoor space



### 4. Perfect Passing

To participate in team games, developing simple tactics for attacking and defending.

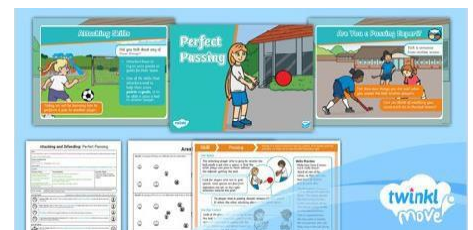
To pass a ball to another player.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Balls
- Cones
- Chalk - if required
- Outdoor space



## Lesson Breakdown

### 5. Dodging Defenders

To participate in team games, developing simple tactics for attacking and defending.

To get past a defender.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Chalk - if required
- Outdoor space



### 6. Using Your Skills

To participate in team games, developing simple tactics for attacking and defending.

To use attacking and defending skills in a team game.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Balls
- Outdoor space



# Dance: Seasons



## Cycle A Year 1 and 2/2 Spring 2 Indoor

This unit based on the seasons will provide your children with varied dance experiences. During the unit, they will work individually, in pairs and in groups and will develop their understanding of dance terminology such as mirroring, improvisation, canon and unison. Throughout the unit, there are many opportunities for children to evaluate their own work and provide feedback to others.



### Health & Safety

Check the dancing area for any hazards before beginning the lesson. Make sure that all children have bare feet and are appropriately dressed. Long hair should be tied back and all jewellery removed before dancing. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.



### Home Learning

This activity sheet provides children with a set of six fun and engaging dance activities linked to their learning. The activities can be completed with a friend or family member at home or during extra-curricular time at school.



## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- make different shapes with their bodies as they travel, jump and spin;
- say what is good about a partner's performance;
- perform a simple action in unison with a partner;
- use ideas from previous learning independently;
- show some awareness of others when working in a group;
- perform given ideas independently;
- copy and repeat actions with some prompting;
- show some awareness of the beat when dancing;
- change the speed of their movements in response to a percussion instrument;
- respond to questions about their own performance.

### ...most children will be able to:

- show control as they travel, jump and spin;
- identify which part of a performance may need to be improved;
- keep to the beat of the music when performing;
- improvise independently and adapt previous ideas to include in a dance;
- work effectively within a group to perform in canon;
- combine actions to create a short motif;
- mirror the movements of a partner;
- copy and repeat actions in time with the music;
- describe the sequence of a barn dance;
- shape their bodies appropriately to represent an object and respond to changes of speed;
- suggest some ways to improve their movements.

### ...some children will be able to:

- change direction, shape and level as they travel, jump and spin;
- describe what changes need to be made to improve a performance;
- adapt their movements to include changes of direction and add suitable arm actions;
- improvise independently and create new ideas to use in a dance

- explain the terms unison and canon independently and give examples of when they have been used;
- develop their ideas during improvisation and combine movements in a creative way;
- mirror the movements of a partner performing more than one movement at a time;
- perform all movements in time with the music and lead a group when dancing;
- suggest suitable steps to be added to a barn dance;
- manage changes of speed accurately as well as keeping to a steady beat when required;
- suggest points for improvements to group performances and their own.

# Lesson Breakdown

# Resources

## 1. Ice Dancing

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by responding to a video stimulus.
  - To move in response to a video stimulus.

- Tambourine
- Music (Suggested choice: Bolero by Ravel)
- Video clip of ice dancing



## 2. April Showers

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by improvising individually and with a partner.
  - To improvise and create movements with a partner.

- Music (Suggested choice: Singing in the Rain or Raindrops Keep Falling on my Head – various versions available)
- Rainmaker or other suitable percussion instrument to simulate the sound of the rain



## 3. Beside the Seaside Part 1

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by showing awareness of others when working in a group.
  - To show awareness of others when working in a group.

- Tambourine or other percussion instrument
- Video clip of waves



## 4. Beside the Seaside Part 2

- To develop balance and co-ordination.
- To perform dances using simple movement patterns by mirroring the actions of a partner.
  - To understand mirroring and use this with a partner.

- Tambourine
- Gym Mats or spots – per pair
- Choice of calming music for cool-down



## 5. Hooray for Harvest!

- To develop balance and co-ordination.
- To perform dances using simple movement patterns of a traditional style of dance.
  - To keep in time with a steady beat to perform a traditional style of dance.

- Drum
- Music (Suggested choice: Sounds Like a Square Dance by Fiddlers 3)
- Video clip of a traditional barn dance



## 6. Fields of Gold

- To develop balance and co-ordination.
- To perform dances using simple movement patterns with changes of speed and shape to represent an object.
  - To vary the shape and speed of my movements to represent an object.

- Drum
- Shaker
- Music (Suggested choice: Sounds Like a Square Dance by Fiddlers 3)



# Bat and Ball



## Cycle A Year 1 and 2/2 Spring 2 Outdoor

This unit is designed to introduce your children to using a tennis racket and a cricket bat. They will learn how to hold each one correctly and use it to control beanbags and balls in various ways, including striking to a target. Clearly differentiated activities are used each week to develop the children's skills in a fun and progressive way. They will then apply these skills to play small-sided games, promoting the importance of effective teamwork. The unit also provides opportunities for the children to watch and evaluate the performance of others.



### Health & Safety

Check the area for any hazards before beginning the lesson. Make sure that all children are appropriately dressed and have suitable outdoor footwear. Long hair should be tied back and all jewellery removed before every lesson. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.



### Home Learning

This activity sheet provides children with a set of six fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extra-curricular time at school.



### Wider Learning

Design Your Own Cricket World Cup Kit – Raise awareness of this key sporting event by using [this](#) fun resource.

Develop your children's comprehension skills and teach them more about Wimbledon using [this](#) differentiated resource.

## Assessment Statements

By the end of this unit...

**...all children should be able to:**

- copy the correct grip for a racket;
- balance a beanbag on their racket;
- hit a beanbag forwards towards a target;
- show some control when hitting a ball in a modified activity;
- watch a partner and give feedback with support;
- cooperate with a partner to play a modified target game;
- hold a cricket ball correctly when prompted and use it to control a ball along a drawn line;
- use a cricket bat to hit a ball towards a target;
- use a cricket bat to hit a ball along the ground;
- follow instructions to take on different roles within a game;
- use a cricket bat to hit a ball that has been rolled to them from a short distance;
- roll a ball accurately over a short distance and stop a rolled ball.

**...most children will be able to:**

- hold a racket correctly;
- balance a beanbag on their racket while walking and throw and catch it a short distance into the air;
- hit a beanbag forwards into a target with some control;
- use a racket to hit a ball into the air, gradually improving control;
- watch a partner and give feedback using prompt questions;
- cooperate with a partner and follow rules to play a target game;
- hold a cricket bat correctly and use it to control a ball along a line and around cones;
- use a cricket bat to hit a ball towards a target with some accuracy;
- use a cricket bat to hit a ball that has been rolled to them;
- take on different roles within a game and understand their purpose;
- use a cricket bat to hit a ball that has been rolled to them, showing control of its path;
- roll a ball accurately and track and stop a rolled ball.

**...some children will be able to:**

- balance a beanbag on their racket and travel in a variety of ways;
- use their racket to throw and catch a beanbag to a variety of heights confidently;
- hit a beanbag forwards into a target with good control;
- use a racket to hit a ball into the air with good control;
- watch a partner and give feedback, including how to improve performance;
- support their partner to play a target game, showing good understanding of the rules;
- hold a cricket bat correctly and use it to control a ball in a variety of ways, including weaving around cones;
- use a cricket bat to hit a ball to a target accurately;
- use a cricket bat to hit a ball that has been rolled to them, controlling its path;
- demonstrate competence in each role within a game;
- use a cricket bat to hit a ball that has been rolled to them, deliberately choosing its path for tactical play;
- roll a ball accurately, varying speed and distance, and track and stop a rolled ball.

# Lesson Breakdown

# Resources

## 1. Holding a Racket

To develop balance and co-ordination when holding a racket.

To master basic movements and apply these in a range of activities.

- I can hold a racket correctly and use it to control a beanbag in a variety of ways.

- Cones
- Hoops
- Rackets
- Beanbags



## 2. Strike It!

To develop balance and co-ordination when hitting a ball or beanbag.

To master basic movements and apply these in a range of activities.

- I can use a racket to hit a ball or beanbag with control.

- Cones
- Rackets
- Hoops
- Small balls



## 3. Game Time!

To develop balance and co-ordination when playing a small-sided game.

To master basic movements and apply these in a range of activities.

- I can apply my racket skills to play a target game.

- Rackets
- Hoops
- Beanbags
- Small balls



## 4. Cricket Bats

To develop balance and co-ordination when using a cricket bat.

To master basic movements and apply these in a range of activities.

- I can use a cricket bat to control a ball along the ground.

- Cones
- Cricket bats
- Small balls



## 5. Bat the Ball

To develop balance and co-ordination when hitting a ball.

To master basic movements and apply these in a range of activities.

- I can use a cricket bat to hit a ball with control.

- Cones
- Cricket bats
- Small balls



## 6. Use Your Skills

To develop balance and co-ordination when applying bat and ball skills.

To master basic movements and apply these in a range of activities.

- I can apply my bat and ball skills to play a small-sided game

- Cones
- Small balls
- Cricket bats



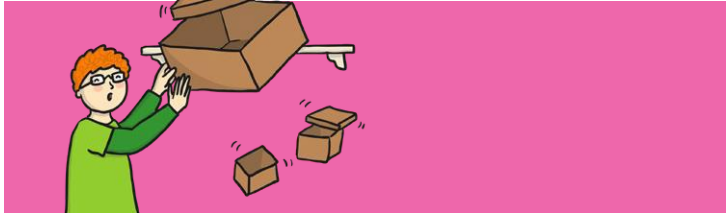


# Gymnastics: Traditional Tales



## Cycle A Year 1 and 2/2 Summer 1 Indoor

This unit of gymnastics provides opportunities for children to learn and practise a variety of skills, including travelling movements, rolls, jumps and balances. Each lesson is based on a different traditional tale and uses the characters and story ideas to provide opportunities for children to develop control, agility and coordination. During the unit, children apply their learning in a variety of ways, including regular sequence building, both individually and with a partner. Self and peer assessment is used regularly to allow children to monitor their progress and build on their previous learning.



### Health & Safety

Check the gymnastics area for any hazards before beginning the lesson. Ensure that all children are wearing appropriate clothing and have bare feet. Long hair should be tied back, and jewellery removed. Make sure that the children are aware of others around them when moving apparatus. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

This activity sheet provides children with a set of 6 fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extracurricular time at school.



### Wider Learning

- Develop comprehension skills with this [Differentiated Reading Comprehension Activity Pack](#).
- Use these [Differentiated Challenge Cards](#) to practise solving word problems using addition and subtraction.
- Learn some songs and rhymes about The Three Billy Goats Gruff using this [Powerpoint Pack](#).
- Create a Traditional Tale's Shop using this [Role Play Pack](#).
- Use this easy [recipe](#) to create some gingerbread people.
- Create some moving pictures using this [Unit Pack](#).

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- show a star, straight and tuck shape with their body and hold it still;
- choose two contrasting balances with support and perform them;
- copy the movements of others to travel and balance in different ways;
- create a simple sequence with support, repeating movements if necessary;
- perform a log or egg roll with some control;
- perform a straight jump and land safely;
- follow a structure to perform a simple sequence;
- watch a partner's sequence and give one example of a movement that they saw;
- perform a front support and hold their body in this position for a few seconds;
- answer some prompt questions to evaluate a sequence that they have watched;
- remember and perform a simple sequence with some repeated movements;
- talk about their learning by identifying what new skills they have learnt and what skills they have practised.

### ...most children will be able to:

- adapt star, straight and tuck shapes to create balances showing some control;
- choose and perform two contrasting balances showing some control;
- travel and balance in different ways, showing changes in speed and direction;
- create a sequence using a range of controlled balances and different ways of travelling;
- maintain a clear body shape when performing a log and egg roll;
- perform a controlled straight jump on the floor, landing safely;
- create their own sequence using a variety of rolls and balances;

- watch and describe a partner's sequence using prompt questions;
- perform a front support wheelbarrow and support their partner in this position;
- identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork;
- create an interesting sequence using a range of skills that they have practised;
- talk about their learning by identifying which skills they need to practise further.

**...some children will be able to:**

- adapt star, straight and tuck shapes to create balances showing good control;
- choose and perform two contrasting balances showing good control;
- demonstrate clear contrasts when balancing and travelling in different ways;
- create a sequence including changes of speed and direction when travelling and a range of controlled, contrasting balances;
- perform a log and egg roll showing a clear body shape and good body control;
- perform controlled straight and tuck jumps, landing safely;
- create their own sequence and choose the order of the movements to make the sequence flow smoothly;
- watch and describe a partner's sequence, identifying examples of contrast correctly and commenting on the control of rolls and balances;
- perform a front support moving wheelbarrow and support their partner in the wheelbarrow position;
- identify the strengths and areas for improvement in a sequence that they have watched and can talk about the skills needed for effective teamwork;
- create an interesting sequence using different levels and choose the order of movements to make the sequence flow smoothly;
- talk about their learning by identifying why they need to practise particular skills further.

# Lesson Breakdown

# Resources

## 1. The Three Billy Goats Gruff

To develop balance, agility and co-ordination when performing a range of contrasting movements and balances.

- I can recognise and perform contrasting movements and balances.

- Lesson Pack
- Tambourine
- Mats.



## 2. The Three Little Pigs

To develop balance, agility and co-ordination when travelling in a variety of ways.

- I can travel in different ways, changing speed and direction.

- Lesson Pack
- Mats
- Tambourine.



## 3. The Gingerbread Man

To develop balance, agility and co-ordination when jumping and rolling in a variety of ways.

- I can control my body when jumping and rolling in different ways.

- Lesson Pack
- Mats.



## 4. Goldilocks and the Three Bears

To develop balance, agility and co-ordination when linking movements to create a sequence.

- I can link movements to create a sequence.

- Lesson Pack
- Mats.



## 5. The Enormous Turnip

To develop balance, agility and co-ordination when working with a partner.

- I can cooperate effectively with a partner.

- Lesson Pack
- Mats .



## 6. The Whole Story

To develop balance, agility and co-ordination by linking movements to create a sequence.

- I can create and perform a sequence with a clear beginning, middle and ending.

- Lesson Pack
- Mats.



# Running and Jumping



## Cycle A Year 1 and 2 Summer 1 Outdoor

This 'Running and Jumping' unit for Year 1 and 2 will develop your class' understanding of different ways of travelling and different types of jumps. They will learn to travel at different speeds by walking, jogging, running and sprinting, and develop an understanding of when these speeds are most useful. By using different pathways and moving in different directions, the children will explore how to use working space in PE. The unit builds on the children's knowledge of jumping by looking at jumping for distance and height. It also gives your class time to explore a variety of other ways of jumping, apply these skills to jumping games and creating jumping sequences. The importance of landing safely after jumping is a key focus for the unit, and the children will learn the importance of landing steadily with control. The unit encourages them to think about the changes that occur in our bodies when we exercise, why we need to warm up and cool down, including how we can best do those things.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better inside. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt). Long hair should be tied back and jewellery removed. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

The home learning provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Give the children opportunities to apply their new skills by taking part in activities and playing games involving them, for example running races, jogging, hopscotch, jumping relay races, skipping, long jump and hurdles.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- begin to run at different speeds;
- move along some basic pathways, for example move in a straight or curved line;
- begin to use the correct technique for jumping as high and as far as they can;
- explore different types of jumps;
- land safely;
- make a simple sequence of jumps.

### ...most children will be able to:

- run at different speeds, recognising the difference between walking, jogging and sprinting;
- move along a wide range of different pathways;
- jump as high and as far as possible using correct technique;
- use different ways of jumping;
- land safely with control;
- create a sequence of jumps and show it to a partner.

### ...some children will be able to:

- run at different speeds, selecting the appropriate speed for an activity;
- move along a wide range of pathways at different speeds and begin to think of their own pathways;
- use correct technique for jumping for height and distance, improving their own performance;
- jump from a standing position with accuracy and control;
- land safely with control and correct technique;
- create and improve a sequence of jumps, acting on feedback.

# Lesson Breakdown

## 1. Changing Gears

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of moving at different speeds.

- To move at different speeds.

## Resources

- Markers
- Cones



## 2. Changing Routes

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of moving along different pathways.

- To move along different pathways.

- Bibs/bands
- Chalk or hoops for parking spaces



## 3. Kangaroos

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of jumping.

- To jump for height.

- Hoops
- Hurdles (optional extra for relay)
- Bands for Rat Catchers warm up



## 4. Jumping Frogs

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of jumping.

- To jump for distance.

- Hoops of 2/3 colours (about 20 in total)
- Markers for long jump activity



## 5. Island Jumping

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of jumping.

- To jump in different ways.

- Hoops
- Chalk



## 6. Shadow Jumping

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of jumping.

- To perform a jumping sequence.

- Whiteboards (optional)



# Yoga: Salute



## Cycle A Year 1 and 2 Summer 2 Indoor

The Salute to the Sun unit for Year 1 and 2 teaches children a yoga sequence which comprises of a full range of movements and incorporates forward bends, backbends, inversions, twists and balances. Each week, children will develop the sequence and refine their movements. The context of planting a sunflower is used to help encourage children to move creatively. As the unit progresses, children will expand their range of yoga poses and how they transition between them. Children will then, with support, work with a partner to create their own sequence and lead yoga poses.



### Health & Safety

Check that children are wearing appropriate clothes for PE, such as loose-fitting shorts, tracksuits, and T-shirts, and have bare feet. Long hair should be tied back and jewellery removed. Mats should be non-slip and carried carefully. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

The [Home Learning Sheet](#) provides children with six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

See [The British Wheel of Yoga](#) and [Yoga Scotland](#) for further information and classes near you. If possible, a local yoga teacher could be invited to visit.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- stretch their body up;
- follow a sequence of movements;
- move between poses;
- follow instructions to keep safe;
- arch their back up and dip their back down;
- adapt yoga poses, with guidance;
- flow from one yoga pose to another;
- balance, using support;
- use and link yoga poses together;
- demonstrate the correct form for a yoga pose;
- breathe smoothly while standing still.

### ...most children will be able to:

- stretch their body up smoothly;
- move between poses while keeping balanced;
- arch their back up, and dip their back down, smoothly;
- repeat the yoga sequence with minimal support;
- use a full range of movements;
- adapt yoga poses to their own needs;
- transition smoothly between yoga poses;
- balance on one leg;
- create a short sequence of yoga poses;
- demonstrate a yoga pose to the class;
- breathe smoothly while in poses.

### ...some children will be able to:

- stretch their body up smoothly and with coordination;
- move between poses smoothly, while keeping balanced;
- arch their back up, and dip their back down, smoothly and maintaining balance;
- repeat a yoga sequence unaided;
- perform a full range of yoga movements smoothly;
- adapt yoga poses for themselves and others;
- transition between poses easily and fluidly;
- balance on one leg confidently;
- create a flowing sequence of yoga poses;
- explain and demonstrate movements to lead a yoga pose;
- breathe smoothly while transitioning between poses.

# Lesson Breakdown

## 1. Balance

To develop balance, agility and coordination through yoga, by stretching up and forward bending.

- To develop coordination while in basic yoga poses and moving between them.

## Resources

- Yoga mats or soft flooring
- Bell/gong/triangle – as desired
- Optional: tub, soil, sunflower seeds, bottle of water, camera



## 2. All Fours

To develop balance, agility and coordination through yoga, while on all fours.

- To increase coordination while on all fours.

- Yoga mats or soft flooring
- Bell/gong/triangle – as desired
- Optional: tub, soil, sunflower seeds, bottle of water, camera



## 3. Strength

To develop balance, agility and coordination through yoga, by coming in and out of the dog pose.

- To develop agility by correctly coming into and out of the dog pose.

- Yoga mats or soft flooring
- Bell/gong/triangle – as desired
- Optional: tub, soil, sunflower seeds, bottle of water, camera



## 4. Pace

To develop balance, agility and coordination through yoga, by vary speed from fast to slow.

- To develop agility by varying the speed of movements and poses.

- Yoga mats or soft flooring
- Bell/gong/triangle – as desired
- Optional: tub, soil, sunflower seeds, bottle of water, camera



## 5. Standing

To develop balance, agility and coordination through yoga, by following my peers.

- To develop balance in standing positions.

- Yoga mats or soft flooring
- Bell, gong, triangle – as desired
- Optional: Tub, soil, sunflower seeds, bottle of water, camera



## 6. Leading Yoga

To develop balance, agility and coordination through yoga, by working with my peers.

- To develop balance when moving between yoga positions.

- Yoga mats or soft flooring
- Bell/gong/triangle – as desired
- Optional: tub, soil, sunflower seeds, bottle of water, camera



# Multi-Skills: Sports Day



## Cycle A Year 1 and 2 Summer 2 Outdoor

In this multi-skills unit, children will take part in a variety of activities which are designed to teach them the skills they will need to participate in a range of sports day events. The children will learn the key skills needed for traditional running, jumping and throwing activities and they will practise these in a range of fun activities. They will also learn how to travel with equipment in the egg and spoon race and football race and across equipment in the obstacle race. Each lesson is designed so children learn the skill, practise the skill then apply the skill in a race situation, so they will know what to expect when they compete on sports day. In addition to this, they will learn how the different sports day events will be organised; how they will start and finish and what certificates the teachers will be looking to award.



### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure any equipment used is child-safe, age-appropriate, in good condition and is carried safely. Make sure that all children are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE. See [Teacher Guidance: Health and Safety](#) for additional health and safety



### Home Learning

This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-



### Wider Learning

Why not find out about local athletics or sports clubs that children might like to join or look out for competitions and events in the local area?

Why not encourage the children to find out about some famous sportspeople from the world of athletics?

## Assessment Statements

By the end of this unit...

...all children should be able to:

- sprint in a straight line;
- change direction when sprinting;
- balance an egg on a spoon;
- adopt an effective hold and body position during the egg and spoon race;
- jump from two feet to two feet;
- jump a set distance, e.g. from hoop to hoop;
- stay in the sack for most of the race;
- demonstrate the correct underarm throwing technique;
- demonstrate the correct overarm throwing technique;
- throw in the general direction of a given target;
- move a football using the feet;
- stop a football with the feet and then decide where to move;
- move equipment between hoops with some help/direction;
- jump across an agility ladder from two feet to two feet;
- jump over a series of hurdles without knocking them over.

...most children will be able to:

- sprint in a straight line and explain what they can do to move faster;
- change direction quickly when sprinting;
- balance an egg on a spoon while travelling forwards;
- vary their body position and grip during the egg and spoon race as required, e.g. when moving faster/slower;
- jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards;
- use their arms and legs to help them jump further;



- jump the course while remaining in the sack;
- throw underarm with control;
- throw overarm with control;
- throw accurately to reach a target;
- move a football using the inside of the foot and demonstrate some control;
- stop a moving ball and quickly change direction;

**...some children will be able to:**

- sprint in a straight line and apply techniques to move faster;
- change direction quickly and effectively when sprinting, losing minimal speed;
- balance an egg on a spoon while travelling forwards at speed or in different directions;
- consistently demonstrate good balance and coordination to accurately control their movements throughout the race;
- complete a series of two-footed jumps quickly and efficiently;
- recognise how they need to adjust their body position to jump as far as possible from two feet to two feet;
- jump quickly and efficiently in the sack over greater distances or around obstacles;
- consistently throw underarm and know when to adjust their body position and force appropriate to the target;
- consistently throw overarm and know when to adjust their body position and force appropriate to the target;
- throw accurately towards a range of targets at different levels and distances;
- move a football quickly using the inside of the foot and with consistently good control;
- change direction without having to stop the ball first;
- gauge and employ the quickest method of travelling across an agility ladder by varying the combination of jumps and hops used;
- move equipment between hoops quickly and efficiently;
- jump over a series of hurdles quickly and

# Lesson Breakdown

# Resources

## 1. Sprinting Race

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of sprinting in a race.

- To use appropriate skills and technique to sprint in a race.

- Sponge ball
- Cones
- Hoops, quoits or beanbags
- String, cones or chalk to create a start and finish line



## 2. Egg and Spoon Race

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of competing in an egg and spoon race

- To be able to balance an egg on a spoon while racing against others.

- Spoons
- Eggs (wooden or plastic)
- Beanbags
- Cones
- String, cones or chalk to create a start and finish line



## 3. Sack Race

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of sprinting in a race.

- To jump in a sack while racing against others.

- Sacks
- Cones
- Hoops
- String, cones or chalk to create a start and finish line



## 4. Target Throwing

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of throwing towards a target.

- To throw overarm and underarm to reach a target.

- Beanbags
- Hoops
- String, cones or chalk to create a start and finish line



## 5. Football Race

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of travelling with a football around obstacles in a race.

- To travel in different directions while pushing a football with the feet.

- Footballs
- Cones
- String, cones or chalk to create a start and finish line



## 6. Obstacle Race

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of competing in an obstacle race.

- To travel using a range of movements across obstacles in a race.

- Agility ladders
- Hoops
- Beanbags
- Mini-hurdles
- String, cones or chalk to create a start and finish line



# Gymnastics: Landscapes and Cityscapes



## Cycle B Year 1 and 2/2 Autumn 1 Indoor

The Gymnastics – Landscapes and Cityscapes Unit for Year 2 teaches children to roll in different ways including introducing the skill of a crouched forward roll. They jump from a springboard and begin to do a handstand. Children develop body tension, control and balance. Moving with greater agility and coordination. Children learn to link actions to copy and create movement sequences, which they perform to each other, evaluate and improve. They consolidate their skills and compete against each other, thinking about the way their movements look. The unit is linked to the Landscapes and Cityscapes topic and encourages children to think how they might make shapes with their bodies that express different landscapes and buildings. They think about how to stay healthy and how their bodies feel before, during and after exercise.



### Health & Safety

Check that children are wearing appropriate clothes for PE (Loose-fitting shorts/tracksuits, T-shirts and bare feet). Long hair should be tied back and jewellery removed. Refer to the **Adult Guidance** for the unit for safe techniques when jumping and rolling and for lifting, carrying and using gymnastic apparatus. Make sure the children are aware of others around them when they are moving and that they take care.

Follow your school's risk assessment at all times when teaching PE.



### Home Learning

The **Home Learning Sheet** provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Visit different urban and rural environments and look at the different shapes of aspects of the landscape. Draw them and think about the shapes you see? Watch gymnasts performing routines online and discuss the movements they make.

To look at all the resources in the Gymnastics: Landscapes and Cityscapes unit [click here](#)

To find out more about Twinkl Move download our [free guide here](#).

- make a shape and hold it;

## Assessment Statements

### By the end of this unit...

#### ...all children should be able to:

- rock or roll in a curled shape or long shape;
- balance with support from a partner;
- step on to a springboard;
- jump;
- take their weight on their hands and feet with their stomach pointing towards the ground and move on their hands and feet;
- copy a movement sequence of two movements;
- get into a plank position;
- perform and describe their movements.

#### ...most children will be able to:

- egg, log, teddy bear roll and forward roll from a crouched position;
- move from one roll into another roll and finish by standing;
- balance in a shape and with a partner;
- hurdle step on to a springboard;
- balance and take the weight on their hands and feet and move at different levels;
- crab walk;
- do a supported handstand;
- copy and create movement sequences with a clear start and finish;
- move with agility, balance and coordination;
- evaluate their own and other's work to improve;
- compete with their classmates;
- describe and understand things we can do to stay healthy;
- say how they feel before, during and after exercise.

#### ...some children will be able to:

- egg roll and come up to standing;
- sideways shoulder roll;
- forward roll without the head touching the mat;
- forward roll from standing or squat positions back to a standing or squat position;
- balance on one small point;
- support a partner to balance;
- straight jump and run and jump from a springboard;
- move from a backwards bridge shape into a forwards bridge shape;
- execute a full back bend bridge;
- do an unsupported handstand;
- go from a handstand into a forward roll;
- move into a handstand from different positions;
- create a movement sequence that reflects a theme;
- describe how their performance has improved over time;
- move with greater control and coordination.

# Lesson Breakdown

## 1. Farmer's Fields

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can move and balance with agility and coordination.

## Resources

- Access to the Hall
- Mats
- Beanbags



## 2. Bales of Hay

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can roll with coordination and control.

- Access to the Hall
- Mats
- Benches
- Agility tables



## 3. Skyscrapers

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can make long thin shapes with my body.

- Access to the Hall
- Mats
- Benches
- Agility tables
- Springboard
- Rubber Spots



## 4. Bridges

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can take my weight on my hands and feet.

- Access to the Hall
- Mats
- Benches
- Agility tables
- Whistle



## 5. Building on Up

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can take my weight on my hands.

- Access to the Hall
- Mats
- Measuring sticks, chalk or tape measures



## 6. Building Bricks

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can perform and compete.

- Access to the Hall
- Mats



# Throwing and Catching



## Cycle B Year 1 and 2 and 2 Autumn 1 Outdoor

### Introduction

This Throwing and Catching unit for year 2 builds upon the existing skills learnt in year 1. The unit focuses on developing children's existing throwing and catching skills, while introducing new skills for children to practise and develop. Children will be learning how to roll and stop a ball, and how to throw underarm for accuracy and overarm for distance. In the second half of the unit, children focus on catching objects, both independently and with a partner, and learn the skill of bouncing and catching a ball. The children will gain experience of playing some simple team games, following rules, competing and supporting each other. The final lesson in the unit gives children the opportunity to test their skills in a variety of throwing and catching games and gives them a chance to evaluate how they performed using their skills.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including Children with Disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls such as sponge balls or even beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- A larger target area will give more success when aiming the ball, as will decreasing the distance to the target.
- Softer and larger balls will roll more slowly.
- Allow children to work together on adapting activities, where necessary.

### Home Learning

#### Throwing and Catching Activities

This activity sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Encourage children to find out about sports that involve throwing and catching skills.

Find out about junior cricket in schools by visiting [www.ecb.co.uk](http://www.ecb.co.uk), which promotes a variety of cricketing programs to get children involved in cricket across all age levels.

You can also visit [www.englandnetball.co.uk](http://www.englandnetball.co.uk) to find out about netball competitions and how you can arrange for a netball officer to help support your teaching through netball workshops.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- roll a ball along a line, with some success;
- react and stop a rolling ball using two hands;
- roll a ball towards a target;
- throw underarm, using different objects, with some control;
- throw underarm towards a target;
- throw overarm, using different objects, with some control;
- throw overarm for distance;
- attempt to catch an object, using some of the correct techniques;
- attempt to move and position themselves when trying to catch an object;
- catch different objects with occasional success;
- bounce a ball on a spot and occasionally catch it;
- bounce a ball to a partner, changing the height of the bounce;
- use different skills they have learnt in a range of games, with some success;
- evaluate their performance, with support.

## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- roll a ball along a line, with some control;
- often stop a rolling ball with two hands, showing good reactions;
- often reach a target with a rolling ball;
- throw underarm, using different objects, with good control;
- throw underarm towards a target, with some accuracy;
- throw overarm, using different objects, with good control;
- throw overarm for distance, with some accuracy;
- attempt to catch an object, using many of the correct techniques;
- move and position themselves when trying to catch an object;
- catch different objects with some success;
- bounce a ball on a spot and sometimes catch it;
- bounce a ball to a partner, with some control over the height or distance travelled;
- use different skills they have learnt in a range of games, with good success;
- begin to know how to evaluate their performance.

### ...some children will be able to:

- consistently roll a ball along a line with control;
- consistently stop a rolling ball two-handed or one-handed, showing excellent reactions;
- consistently reach an intended target with a rolling ball;
- throw underarm, using different objects, with excellent control consistently;
- throw underarm towards a target, with excellent accuracy;
- throw overarm, using different objects, with excellent control consistently;
- throw overarm for distance, with excellent accuracy;
- use many of the correct techniques to catch an object that has been thrown by themselves or thrown by a partner;
- consistently move and position themselves when trying to catch an object, showing excellent reactions;
- consistently catch different objects, thrown from different distances;
- bounce a ball on a spot and consistently catch it;
- bounce a ball to a partner with control and accuracy, showing ability to affect the height, distance or speed of the pass;
- use different skills they have learnt in a range of games, with great success;
- evaluate their performance and are beginning to know what to do next to improve.

## Lesson Breakdown

### 1. Rolling and Stopping

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To practise the skill of rolling and stopping a ball.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Medium-sized balls
- Tennis balls
- Large balls for rolling (for LA children)
- Tape/chalk - for creating lines (or use playground markings)



## Lesson Breakdown

### 2. Throwing Underarm

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To learn how to throw underarm.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Medium-sized balls
- Tennis balls
- Beanbags
- Rolled-up paper balls
- Hoops/containers
- Large balls for throwing (for LA children)
- Skittles
- Tape/chalk - for creating lines (or use playground markings)



### 3. Throwing Overarm

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To learn how to throw overarm.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Medium-sized balls
- Sponge balls
- Tennis balls
- Beanbags
- Hoops
- Large balls for throwing (for LA children)
- Skittles
- Tape/chalk - for creating lines (or use playground markings)



### 4. Catch It!

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To practise the skill of catching.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Tags/bands
- Cones
- Foam or medium-sized balls
- Tennis balls
- Beanbags
- Rubber pom-pom balls
- Quoits
- Skittles
- Balloons/beach balls
- Tape/chalk - for creating lines (or use playground markings)



## Lesson Breakdown

### 5. Bounce It!

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To practise the skill of bouncing a ball and catching a bounced ball.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Medium-sized balls
- Tennis balls
- Basketballs
- Sequencing spots
- Hoops
- Beach balls (for LA children)
- Walled area
- Benches
- Container
- Tape/chalk - for creating lines (or use playground markings)



### 6. Test Your Skills!

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending.

To use and practise throwing and catching skills.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Different-sized balls (e.g. basketballs, tennis balls)
- Beach ball/exercise ball
- Beanbags
- Sequencing spots
- Hoops
- Cones
- Large balls for throwing (for LA children)
- Skittles
- Containers
- Tape/chalk - for creating lines (or use playground markings)





# Dance: The Gunpowder Plot



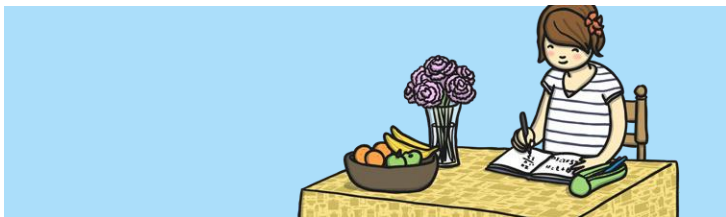
## Cycle B Year 1 and 2 and 2 Autumn 2 Indoor

The Dance – The Gunpowder Plot Unit for Year 2 helps children to understand how dance can be used to communicate ideas, through movement, gesture and expression. Children act and react with partners and in groups as well as working on their own to retell the story of the Gunpowder Plot and to consider how we celebrate it today. They dance in different formations and structures, including in unison and canon. They refine their movements to add fluency and continuity. Children dance to different rhythms and tempos and use their bodies to produce rhythm on their own and as a whole class. They perform to others and evaluate their performances and are given opportunities to act upon those evaluations to improve their work. The children also consider how exercise affects their minds and bodies and how to exercise safely.



### Health & Safety

Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt). Long hair should be tied back and jewellery removed. Refer to the Adult Guidance for the unit for safe techniques when jumping. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

The home learning provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Go to a fireworks display or watch a [video clip](#) of one.

Make some Bonfire Night [recipes](#) or play some party games like 'Bob the Apple'.

Make some firework safety posters.

Act out the story of the Gunpowder Plot.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- work with a partner;
- follow their partner's movements;
- use expressions, gestures or movement to communicate ideas and feelings with support;
- follow a simple dance motif;
- say what they like about a movement or dance;
- move freely to music;
- march;
- know we stretch after exercise;
- know we cool down after exercise;
- dance in their personal space;
- dance in the wider space;
- move along a pathway;
- use their bodies to make sounds.

### ...most children will be able to:

- act and react with a partner and a group;
- use expressions, gestures and movement to communicate ideas and feelings;
- dance simple motifs, remember and repeat them;
- dance in unison and canon;
- improvise movement;
- put several motifs together to make a dance;
- move fluently;
- say how they would improve a movement or dance;
- move to a rhythm;
- move to music;
- change the tempo and rhythm of your movement with the music;
- march in single file or side by side;
- know why it is important to stretch after exercise;
- know why we cool down after exercise;
- remember and repeat their pathway;
- move between personal and wider space;
- use their bodies to make sound to a rhythm.

**...some children will be able to:**

- communicate effectively with their partners through dance;
- lead a group in a dance;
- compose dance motifs;
- use expressions, gestures and movement to communicate ideas and feelings in different ways;
- transition smoothly from one motif to another;
- act upon advice to improve a movement or dance;
- say how we can stretch after exercise;
- say how we can cool down after exercise;
- remember, repeat and improve their pathways;
- use their bodies in different ways to make sound to a rhythm.

# Lesson Breakdown

## 1. Plotting

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I understand how dance can be used to communicate.

## Resources

- Access to the Hall
- Tambourine



## 2. Gunpowder

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I can use different dance movements to communicate an idea.

- Balls
- Access to the Hall
- Tambourine/drum
- Music to move to. Suggestions include: [Dig It by the D-Tent Boys](#)



## 3. Foiled

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I dance in different formations to communicate different ideas.

- Access to the Hall
- Drum
- Tambourine



## 4. The Mob

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I can communicate feelings through dance.

- Access to the Hall
- Drum



## 5. The Whole Story

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I can refine and improve my movements.

- Access to the Hall
- Tambourine



## 6. Plotting

To perform dances using simple movement patterns in the context of 'significant historical events'.

- I can change the rhythm of my movement to communicate different ideas.

- Access to the Hall
- Tambourine/Drum
- Music to move to. Suggestions include: [Allen-Polka by Johann Strauss](#), [Prokofiev: Romeo and Juliet](#), [No 13 Dance of the Knights](#) and [Falla's Fire Ritual Dance](#)



# Invasion Games



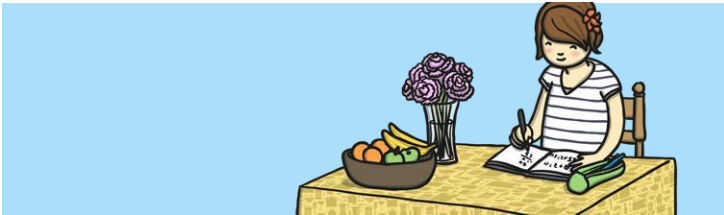
## Cycle B Year 1 and 2 and 2 Autumn 2 Outdoor

This 'Invasion Games' unit for year 2 builds upon many of the skills the children will have learnt in year 1. They will further develop their understanding of the basic and fundamental principles of invasion games such as attacking, defending, scoring and teamwork. They will learn how to dribble with a football, to pass and receive the ball in a variety of ways for a range of invasion games and to use space effectively in a game. Children will learn how to dodge to get free from a defender to receive a pass as well as how to mark an opposition player – all important skills needed to play invasion games. They will practise aiming for and protecting a target. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills. The unit also encourages them to think about the effects of exercise on their bodies and why it is important to warm up and cool down.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE.



### Home Learning

**Invasion Games Activities:** This Activity Sheet provides children with a set of six activities/games linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Find out about how you can get involved in invasion games outside of school by visiting a local football, hockey, rugby or basketball club or click on the links below to find out more.

[Football](#)

[Hockey](#)

[Rugby](#)

[Basketball](#)

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- begin to recognise how the body feels during and after physical activity;
- begin to use the terms attacking and defending;
- throw and catch a ball with a partner using different techniques;
- kick a ball whilst moving;
- pass a ball in different ways;
- begin to use throwing, catching and kicking skills in a game with some success;
- use at least one technique to attack, such as dodging to play a game with some success;
- use at least one technique to defend, such as marking to play a game with some success;
- begin to choose and use the best space in a game;
- perform learnt skills with some control;
- understand the importance of rules and follow them in simple games;
- begin to work as part of a team.

### ...most children will be able to:

- recognise and describe how the body feels during and after physical activity;
- begin to use and understand the terms attacking and defending;
- throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game;
- kick a ball, using the correct technique whilst moving, with some control and fluency;
- pass a ball in different ways, using the correct technique, with some control and accuracy;
- use throwing, catching and kicking skills in a game with increasing confidence and success;
- begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking;

- increasingly choose and use the best space in a game, including passing to a player who is in space;
- perform learnt skills with increasing control;
- follow rules to play different games and understand the importance of having them;
- show good teamwork in competitive situations.

**...some children will be able to:**

- describe how the body feels during and after a range of physical activities and begin to explain why;
- use, understand and explain the terms attacking and defending;
- throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game;
- kick a ball whilst moving including changing direction and speed, with control and confidence;
- pass a ball in different ways over a range of distances, demonstrating control and accuracy;
- confidently use throwing, catching and kicking skills in a game with control and accuracy;
- perform learnt skills with good control;
- consistently apply a range of attacking and defending skills in a game successfully;
- use space well to pass and receive a ball;
- know how to make or deny space in a game when attacking and defending;
- follow more complex rules in games and explain the importance of having them;
- work effectively as part of a team.

# Lesson Breakdown

## 1. Groovy Moving

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

In the context of dribbling in football.

- To move with the ball in a game.

## Resources

- Bands or Bibs
- Footballs – per child
- Cones
- Balls
- Ropes
- Hoops
- Soft Balls



## 2. Race into Space

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

In the context of dodging to get free from a defender.

- To use space when passing and receiving in a game.

- Sponge balls
- Cones
- Bibs
- Footballs
- Coloured spots (cones can be used as an alternative)



## 3. Flashy Passing

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

In the context of throwing and catching the ball in a game.

- To use throwing and catching to pass and receive the ball in a game.

- Beanbags
- Hoops
- A range of different sized balls including tennis balls and larger PVC type inflated balls



## 4. You Can't Catch Me!

Participate in team games, developing simple tactics for attacking and defending.

In the context of dodging and marking.

- To know how to make or deny space when attacking and defending in a game.

- Rugby balls
- Tags or bands
- Cones
- Bibs
- Larger balls



## 5. Stop the Shot!

Participate in team games, developing simple tactics for attacking and defending.

In the context of shooting at and protecting a target.

- To use attacking and defending skills in a game.

- Beanbags
- Cones
- Tennis Balls
- Larger balls
- Cricket Stumps
- Bibs
- Chalk
- Hoops



## 6. Game Time

Participate in team games, developing simple tactics for attacking and defending.

In the context of using teamwork in an invasion game.

- To apply specific skills to an invasion game.
- To follow rules to play a game.

- Hoops
- Cones
- Larger balls
- Bibs

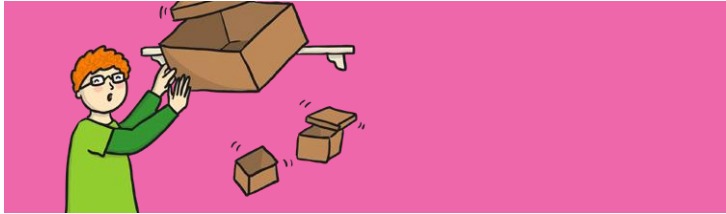


# Circuit Training



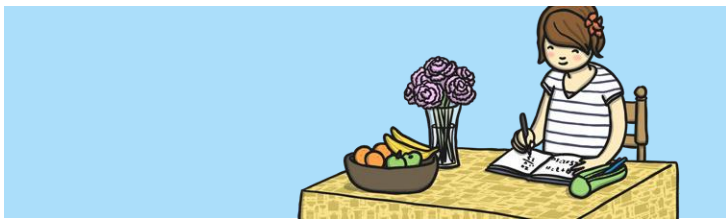
## Cycle B Year 1 and 2 Spring 1 Indoor

This unit is designed to build the overall fitness of your children through a circuit of eight activities, each of which is based on a different skill. Fun practices are used each week before the children are introduced to two of the circuit activities. Throughout the unit, the children will complete a scorecard allowing them to see the progress they have made. Many opportunities are provided for the children to watch others and to evaluate their own performance. This unit has a strong health and fitness focus and the children will learn about the effects of exercise on their body and about the role of the human heart.



### Health & Safety

Check the area for any hazards before beginning the lesson. Make sure that all children are appropriately dressed and have suitable footwear for running and jumping. Long hair should be tied back and all jewellery removed before every lesson. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.



### Home Learning

This activity sheet provides children with a set of six fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extra-curricular time at school.



### Wider Learning

**Changing Direction:** Incorporate activities which include changes of direction into playtimes. Can children line up as a class and then travel in different directions, as guided by the teacher, as they make their way back to the classroom?

**Jumping:** Can children find out about different types of jumps included in athletic activities?

**Keeping Control:** Challenge children to time themselves to see how long they can keep control of a football while dribbling.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- change the direction of their movements;
- identify an activity they are good at;
- perform more than one type of jump correctly;
- answer some questions about how they feel after exercise;
- perform an underarm throw towards a target;
- identify similarities between their own performance and that of someone else;
- combine skills within an activity which has been slightly modified;
- identify which skills are needed for a particular activity with support;
- complete activities modelled to them by a partner;
- identify their highest and lowest scores;
- tell a partner what they are doing well in their performance;
- talk about their scorecard with support.

### ...most children will be able to:

- use a pivot movement to change direction;
- identify which activities they need to improve;
- perform different types of jumps with control and use more than one type of jump in an activity;
- explain how they feel after exercise;
- show some control and accuracy when rolling a ball and aiming for a target;
- identify similarities and differences between their own performance and that of someone else;
- combine skills within an activity;
- identify which skills are needed for a particular activity;
- complete activities independently and record their scores;
- suggest some ways that a partner can improve their performance;
- identify improvements shown on their scorecard.

### ...some children will be able to:

- use a controlled pivot movement to change direction quickly;
- identify what they need to do to improve their performance in a particular activity;

- perform and combine different types of jump with control and fluency;
- describe and compare how they feel before and after exercise;
- show good control when rolling a ball and aiming for a target;
- talk about what they have learnt from watching other people and how they will use this to improve their own performance;
- combine skills within an activity and move between them with control and fluency;
- explain how skills are used within an activity and identify which activities require more than one skill;
- assist their peers by clearly explaining how to complete activities and record scores correctly;
- evaluate their performance and talk about what changes they could make to improve their scores;
- explain how they have used feedback from a partner to improve their performance;
- explain which activities show the greatest/least improvement in their performance and give possible reasons why.



# Lesson Breakdown

## 1. Changing Direction

To develop balance and co-ordination by controlling changes of direction.

To master basic movements and apply these in a range of activities.

- To change the direction of movements with control.

## Resources

- Cones
- Hoops – four to six
- Mats
- Timer



## 2. Jumping

To develop balance and co-ordination in the context of jumping.

To master basic movements and apply these in a range of activities.

- To use and combine different types of jumps.

- Cones
- Rubber spots
- Skipping ropes
- Timer



## 3. Keeping Control

To develop balance and co-ordination.

To master basic movements showing control and accuracy and apply these in a range of activities.

- To perform movements with control and accuracy

- Cones
- Hoops
- Beanbags
- Timer
- Medium-sized balls



## 4. Combining Movements

To develop balance and co-ordination.

To master basic movements and apply these in a range of activities by combining more than one skill.

- To combine more than one skill to complete an activity.

- Cones
- Benches
- Quoits
- Timer



## 5. The Complete Circuit

To develop balance and co-ordination.

To master basic movements and apply these in a range of activities, trying to improve upon own performance.

- To complete activities independently and try to improve own performance.

- Cones
- Mats
- Bench
- Quoits
- Beanbags
- Skipping ropes
- Timer
- Rubber spots
- Medium-sized balls
- Choice of music for Extra Time activity



## 6. Improve Your Score

To develop balance and co-ordination.

To master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others.

- To watch others and use this to improve own performance.

- Cones
- Mats
- Bench
- Quoits
- Hoops
- Beanbags
- Skipping ropes
- Timer
- Rubber spots
- Medium-sized balls

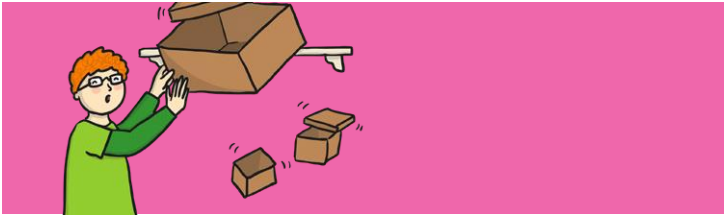


# Attacking and Defending



## Cycle B Year 1 and 2 Spring 1 Outdoor

The 'Attacking and Defending' unit for Year 2 builds upon many of the skills that the children have learnt in Y1. In this unit, they will further develop their understanding of the skills and tactics associated with attacking and defending. The children will learn how to defend different situations by practising the skills associated with finding space and marking players. They will develop their dodging skills by learning about different directional movements and speeds. Lessons have been designed to further aid the attacking skills of children by focusing on the important aspects of eye-contact and movement when passing. Children will gain crucial experience in a game environment by competing in a variety of games, focused on developing an understanding of rules, teamwork and communication. The unit encourages them to think about the effects of exercise on their bodies and on the importance of warming up and cooling down.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt).

Long hair should be tied back and jewellery removed. Refer to the Adult Guidance for the unit for safe techniques when using a ball. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.



### Home Learning

#### Attacking and Defending Home Learning Tasks

This Activity Sheet provides children with a set of six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

This [BBC clip](#) introduces children to a hybrid game of netball. This interactive video allows children to watch and discuss any attacking and defending skills they see.

Watch your local football or netball team or ask representatives to come into school and demonstrate a game.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- take on the role of an attacker and defender in a game;
- move into a space when playing a game;
- make use of space in a competitive game, with some prompting;
- stay close to a player that they are marking;
- mark a player during a game;
- find and move into spaces, to get away from a defender, when prompted;
- occupy the space between two opponents during a game, when prompted;
- attempt to intercept a ball, when prompted;
- answer some questions about how they feel after exercise;
- move using the dodging action when trying to get past a defender;
- try moving at different speeds to help dodge a defender;
- make eye contact briefly before passing a ball to a teammate;
- find open space to receive a pass when prompted;
- look for players in open spaces to pass the ball to, when prompted;
- look at their target to aim their throw but may not always throw accurately to reach the target;
- attempt to score points in a game;
- use a defending skill against the attacking team;
- identify a skill that they are good at.

### ...most children will be able to:

- explain the role of an attacker or defender in a game and take on either role correctly;
- move into a suitable space away from a defender when playing a game;
- identify spaces in a game and make some use of them to help their team;
- stay close to and move with the player they are marking;
- mark a player during a game;
- find and move into spaces to get away from a defender;
- position themselves between two opponents, to help defend in a game;

## Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Larger, slower-moving balls, such as beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level.
- Allow children to work together on adapting activities, where necessary.

- watch passes being made and can intercept the ball;
- talk about how they feel after exercise and compare this to how they felt before;
- move in different directions to dodge a defender;
- change the speed of their movements to dodge a defender;
- use changes of speed and direction, in ways that will help their team in a game;
- make eye contact regularly with other players, before passing or receiving a ball;
- find open space to receive a pass;
- look for players in open spaces to pass the ball to;
- look at their target to aim their throw and can usually throw close to the target;
- use attacking skills that they have learnt and apply these to score points in a game;
- use some attacking and defending tactics;
- identify a skill that they are good at and one area in need of improvement.

### ...some children will be able to:

- explain the role of an attacker and defender and can describe some attacker and defender techniques that they used within a game;
- move into useful spaces when playing a game and explain why they may be useful;
- identify spaces during a game and use them effectively to help their team;
- continually mark a player, moving with them and anticipating moves that they might make;
- mark a player effectively during a game;
- make effective use of space and techniques to move away from a defender;
- position themselves between opponents, changing position as needed, to help defend in a game;
- watch passes being made and anticipate where to move to, to intercept the ball;
- move in different directions to dodge a defender, giving consideration to the direction in order to gain advantage in a game;
- change speed to dodge and outwit a defender;
- choose and use attacker and defender tactics within a game, e.g. dodging, feinting direction, marking and blocking;
- consistently use eye contact and other forms of communication with teammates, to help with passing or receiving;
- find open space to receive a pass, moving to other open spaces as needed, e.g. if defenders mark or occupy their space;
- look for players in open spaces, making appropriate judgements about which player is the best person to pass to;
- aim their throw accurately and consistently reach their intended target;
- consistently use attacking skills that they have learnt and apply these to score points in a game;
- be an effective player, using both attacking and defending tactics;
- confidently identify skills that they are good at and areas that need improvement and discuss these with peers.

# Lesson Breakdown

## 1. Find the Space

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of using space effectively.

- To use space well in a team game.

## Resources

- Cones
- Medium-sized balls
- Beanbags
- Hoops
- Bibs



## 2. Mark that Player

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of marking players.

- To understand how to mark players.

- Medium-sized balls
- Cones
- Beanbags
- Hoops
- Bibs



## 3. Top Defender

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of defending a space between attacking players.

- To defend in a game by intercepting.

- Medium-sized balls
- Cones
- Hoops
- Beanbags
- Bibs



## 4. Dodging

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of getting past a player successfully.

- To use a range of tactics to get past a defender.

- Cones
- Beanbags
- Hoops
- Bibs



## 5. Precision Passing

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of passing a ball to another player.

- To pass the ball to another player.

- Medium-sized balls
- Cones/masking tape/chalk
- Hoops
- Bibs



## 6. Test of Skill

To master basic movements and apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending, in the context of testing our skills.

- To use attacking and defending skills in a game.

- Mats
- Medium-sized balls
- Beanbags
- Hoops
- Bibs



# Dance: Plants



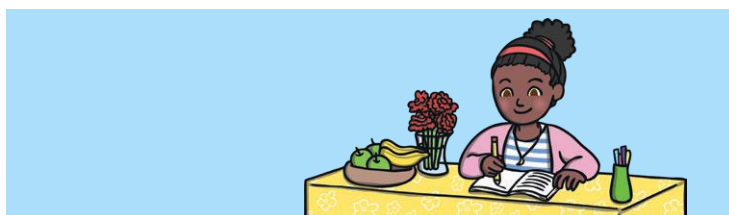
## Cycle B Year 1 and Spring 2 Indoor

Each lesson in this unit has a different focus linked to the topic of plants. Children will explore movements based on working in the garden, different types of seeds and how plants grow. The final two lessons of the unit are based on the traditional story of Jack and the Beanstalk. Throughout the unit, children will dance on their own, with partners and in groups. This unit also teaches children the importance of determination, teamwork and respect, as well as providing regular



## Health & Safety

Check the dancing area for any hazards before beginning the lesson. Make sure that all children have bare feet and are appropriately dressed. Long hair should be tied back and all jewellery removed before dancing. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching



dance activities aimed to enrich learning. The activities can be completed with a friend or family member at home or during extra curricular time



## Wider Learning

- Use this [PowerPoint Presentation](#) to look at different types of plants, their features and what they need to grow.
- Practise measuring height and length using this [PowerPoint Presentation](#) based on the beanstalk.
- Use these differentiated [Activity Sheets](#) to look at the life cycle of a bean.
- Learn some songs and rhymes based on plants and growth using this [Resource Pack](#).
- Use this [resource](#) to create some paper craft based on flowers.
- Use this [PowerPoint Presentation](#) to read the story of Jack and

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- copy and repeat movements to form a simple motif;
- perform some actions in unison and canon;
- copy the movements and body shapes of others to represent a plant growing;
- answer simple questions about the performance of others with support;
- copy the movements of other members of their group;
- move their body showing some control;
- combine given movements to create a dance based on plants;
- create some appropriate body shapes and make some movements that show awareness of the music;
- copy the movements of others to represent different parts of a story;
- answer questions about their performance with some support;
- copy the movements of others to represent

### ...most children will be able to:

- use and remember their own movements as part of a motif to show preparing a garden;
- perform a range of movements in canon and unison;
- use different movements and body shapes to represent a plant growing;
- evaluate the performance of others by answering questions, identifying strengths independently and can improve their own performance using ideas from their partner;
- work cooperatively in a group to create suitable movements to represent different types of seeds;
- perform a range of movements, some at different speeds or levels, showing good body control;
- use movements from their previous learning to create a dance based on plants;
- perform a range of body movements and shapes and perform some of these in time with the music;
- create and remember suitable movements to represent the different parts of a story and perform some of these at different speeds and levels.
- talk about what they have done well in their performances and begin to show ideas on how to improve their own dances;

- create suitable movements to represent different parts of a story and perform them in a mixture of canon and unison;
- remember the structure of a whole dance and perform it independently.

**...some children will be able to:**

- create a range of suitable movements and remember and perform these, in both canon and unison, as part of a motif to show preparing a garden;
- adapt their motif to include changes of level and add appropriate facial expressions;
- demonstrate a wide variety of movements and body shapes to represent a plant growing, including pauses and changes of speed when appropriate;
- give a detailed evaluation of the performance of others, including areas for improvement and can make improvements to their own performance from their observations and feedback;
- suggest how their group might adapt their movements to include changes of speed, level or direction;
- create clear body shapes, performing a range of controlled movements at different speeds and levels;
- use a variety of movements to create an imaginative dance based on plants which includes changes of speed and levels;
- perform and transition between a range of body movements and shapes, showing a good awareness of timing when performing with music;
- adapt and improve their movements, performing them confidently at different speeds and levels and can add suitable facial expressions when appropriate;
- identify what they have done well with some detail and explain how to improve a performance;
- adapt and improve their movements, performing them in both canon and unison and add suitable facial expressions where appropriate;
- clearly explain the structure of a whole dance and perform it confidently and independently.

# Lesson Breakdown

## 1. Dig the Garden

To develop balance and co-ordination.

To perform dances using simple movement patterns with a partner in the context of plants and growing.

- To create and perform a dance motif inspired by a stimulus.

## Resources

- Lesson Pack
- Hoops
- Tambourine



## 2. Get Growing

To develop balance and co-ordination.

To perform dances using simple movements patterns to represent the growth of a plant.

- To use different movements and body shapes to represent a plant growing.

- Lesson Pack
- Tambourine
- Video Clip of bean plant growing



## 3. Seeds

To develop balance and co-ordination.

To perform dances using simple movements patterns as part of a group.

- To create movements to represent different types of seeds.

- Lesson Pack
- Tambourine
- Video Clip of sycamore seeds falling
- Video Clip of exploding seeds



## 4. Our Own Dance

To develop balance and co-ordination.

To perform dances using simple movements patterns created with a partner in the context of plants growing in the garden.

- To work with a partner to create a dance based on plants.

- Lesson Pack
- Tambourine
- Music (The Blue Danube Waltz by Johann Strauss)
- Music (English Country Garden by Jimmie Rodgers)



## 5. The Beanstalk

To develop balance and co-ordination.

To perform dances using simple movements patterns to represent the parts of a traditional story.

- To create movements to represent the different parts of a story.

- Lesson Pack
- Drum



## 6. At the Top of the Beanstalk

To develop balance and co-ordination.

To perform dances using simple movements patterns to represent the parts of a traditional story.

- To work with a partner to create movements to represent the parts of a story.

- Lesson Pack



# Bat and Ball



## Cycle B Year 1 and 2 Spring 2 Outdoor

This unit builds on the learning from Year 1 and 2 Multi-Skills: Bat and Ball and is designed to develop your children's skills using a tennis racket and a cricket bat. They will recap how to hold each one correctly and will develop their striking skills from hitting a stationary ball to one that has been thrown or rolled by a partner. Each lesson contains clearly differentiated activities which allow children to practise and apply their skills both individually and as part of a team. This unit also introduces children to the use of simple tactics in tennis and cricket and provides opportunities for them to try these in small-sided games.

### Health & Safety

Check the area for any hazards before beginning the lesson. Make sure that all children are appropriately dressed and have suitable outdoor footwear. Long hair should be tied back and all jewellery removed before every lesson. Complete a warm-up at the start of each lesson and always end with a cool-down. Always follow your school's risk assessment when teaching PE.

### Home Learning

This activity sheet provides children with a set of six fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extra-curricular time at school.

### Wider Learning

Find out about the Cricket World Cup using [this](#) PowerPoint presentation.

Practise addition using the differentiated [cricket by numbers](#) worksheets.

Teach children about the Wimbledon tournament using [this](#) information PowerPoint presentation.

Practise sorting odd and even numbers using [this](#) activity.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- hold a tennis racket with some support and show some control when hitting a ball;
- hit a ball forwards towards a target;
- throw a ball underarm over a short distance;
- show some consistency when hitting a ball that has been thrown to them;
- combine their skills to play a modified version of a competitive game against a partner;
- understand the tactic that they have practised and try to apply it in a competitive game;
- hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target;
- use the correct technique to roll a ball, beginning to show some control of its direction;
- use a cricket bat to hit a ball that has been rolled to them from a short distance;
- throw a ball overarm using a modified technique;
- watch a partner and answer some questions about their performance;
- cooperate with others to play a team game, taking on different roles with support.



## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- hold a racket correctly and use it to hit a ball with control;
- hit a ball to a target with increasing accuracy;
- throw a ball underarm showing some accuracy when aiming for a partner's racket;
- hit a ball that has been thrown to them, showing some control of the direction;
- combine their skills to play a competitive game against a partner;
- apply a practised tactic to help them to win a competitive game;
- hold a cricket bat correctly and use it to control and hit a ball to a target;
- use the correct technique to roll a ball accurately to a partner;
- use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit;
- use the correct overarm technique to throw a ball forwards;
- watch a partner, describe what they are doing well and identify an area for improvement;
- cooperate with others to play a team game, taking on different roles within the game.

### ...some children will be able to:

- hold a racket correctly and show good control when hitting a ball;
- hit a ball accurately to a target set at varying lengths;
- throw a ball underarm accurately for a partner to hit;
- hit a ball that has been thrown to them, showing control of the speed and direction;
- demonstrate excellent ability when combining their skills to play a competitive game against a partner;
- apply a practised tactic consistently and successfully to help them to win a game;
- hold a cricket ball correctly, showing good ball control including when hitting a target;
- use the correct technique to roll a ball accurately, varying distance and direction with control;
- can use a cricket bat to hit a ball that has been rolled to them, showing careful control of speed and direction;
- use the correct overarm technique to throw a ball, showing good control of its path;
- watch a partner, describe what they are doing well and clearly explain how they could improve their performance;
- cooperate with others to play a team game, showing excellent ability in all roles within the game.

## Lesson Breakdown

### 1. Racket Recap

To develop balance and coordination when holding a racket to hit a ball.

To master basic movements and apply these in a range of activities.

- To hold a racket correctly to hit a ball.

### Resources

- cones
- hoops
- rackets
- balls
- beanbags (if required)



### 2. Hit it Back

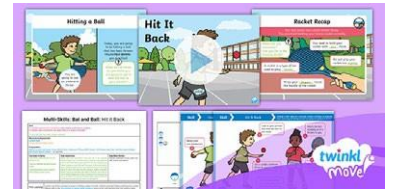
To develop balance and coordination when hitting a ball back to a partner.

To master basic movements and apply these in a range of activities.

- To hit a ball that has been thrown underarm.

### Resources

- cones
- rackets
- hoops
- balls



### 3. Top Tactic

To develop balance and coordination.

To master basic movements and apply these in a range of activities, making use of a practised tactic.

- To practise and use a simple tactic.

### Resources

- rackets
- hoops
- balls
- skipping ropes



### 4. Cricket Control

To develop balance and coordination when using a cricket bat.

To master basic movements and apply these in a range of activities.

- To hold a cricket bat correctly and use it to hit a ball.

### Resources

- cones
- cricket bats
- balls



### 5. Getting Game Ready

To develop balance and coordination.

To master basic movements and apply these in a range of activities using a variety of cricket skills.

- To practise a range of cricket skills.

### Resources

- cones
- cricket bats
- balls



### 6. Let's Play!

To develop balance and coordination when applying bat and ball skills.

To master basic movements and apply these in a range of activities.

- To combine my skills to play a competitive team game.

### Resources

- cones
- balls
- cricket bats

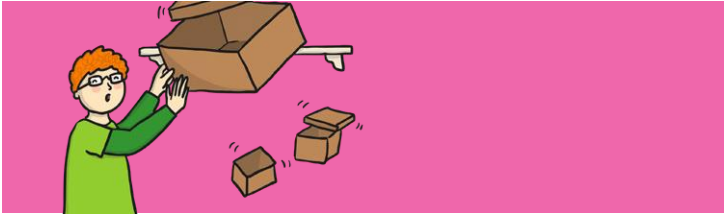


# Gymnastics: Under the Sea



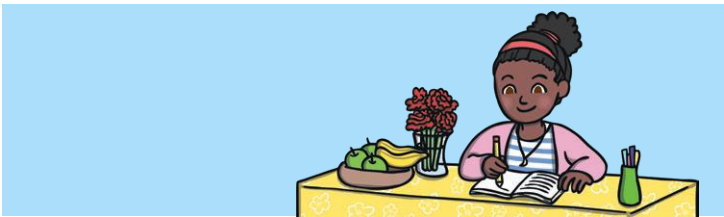
## Cycle B Year 1 and 2 Summer 1 Indoor

This unit of gymnastics provides opportunities for children to learn and practise a variety of skills, including rolls, jumps and balances. Inspired by items and creatures found under the sea, children will develop their control, agility and coordination. Each lesson focuses on a particular skill and children have the chance to apply their learning in a variety of ways. Self and peer assessment is used throughout the unit to allow children to monitor their progress. The final two lessons of the unit give children a chance to build their own gymnastic sequences, both individually and



### Health & Safety

Check the gymnastics area for any hazards before beginning the lesson. Ensure that all children are wearing appropriate clothing and have bare feet. Long hair should be tied back, and jewellery removed. Make sure that the children are aware of others around them when moving apparatus. Follow your school's risk assessment at all times



### Home Learning

This activity sheet provides children with a set of six fun and engaging activities linked to their learning. The activities can be completed with a friend or family member at home or during extracurricular time at



### Wider Learning

Explore the shapes of other sea creatures. Ask the children to create these shapes with their bodies and develop them into balances.

Use percussion instruments to create an accompaniment for the gymnastic sequences. Ask the children to think about what instruments are most suited to each type of movement.

## Assessment Statements

By the end of this unit...

...all children should be able to:

- copy balances on a range of body parts;
- say what is good about a partner's performance;
- match the actions of their partner and copy a paired balance correctly;
- perform a paired balance on a piece of apparatus;
- demonstrate at least one type of roll correctly;
- show some control when they are rolling;
- perform at least one type of jump correctly, showing a clear body shape in the air;
- jump off apparatus with support and land safely;
- copy, remember and perform three different movements to make a sequence;
- describe a sequence and say what is good about it;
- work with a partner to copy, remember and perform three different movements to make a matching sequence;
- show some control when performing simple

...most children will be able to:

- create their own shapes on a range of body parts and hold balances still;
- identify which part of a performance may need to be improved;
- work with a partner to create their own matching balance;
- perform paired balances on different pieces of equipment;
- demonstrate three different types of roll correctly, including a curled side roll;
- show control when performing log, teddy bear and curled side rolls;
- perform at least two types of jump correctly, showing a clear body shape in the air;
- jump off apparatus independently and land safely;
- Can compose, remember and perform their own sequence containing at least one roll, balance and jump;
- describe what is good about a sequence and identify an area for improvement;
- work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump;

**...some children will be able to:**

- demonstrate interesting and controlled balances on a range of body parts;
- describe what changes need to be made to improve a performance;
- work with a partner to create a range of matching balances on a variety of body parts and in various positions;
- adapt their paired balance to suit particular pieces of apparatus and to incorporate changes of level;
- demonstrate a wide variety of rolls correctly, including a crouched forward roll;
- show good control when they are rolling in different ways and explain what they need to do to improve certain types of roll;
- perform all three jumps correctly (jumping jack, tuck and straight jump with a half turn), showing a clear body shape in the air;
- perform controlled jumps while on apparatus and dismount from apparatus, landing safely;
- compose, remember and perform their own sequence containing a variety of movements and changes of level and direction;
- describe what is good about a sequence, identify areas for improvement and give a clear explanation to help someone make these improvements;
- work with a partner to compose, remember and perform a matching sequence containing a variety of movements and changes of level and direction;
- show good control when performing a range of balances, jumps and rolls, and can link movements

# Lesson Breakdown

## 1. Balancing

To develop balance, agility and co-ordination when balancing on different parts of the body.

- To perform and improve upon balances on different parts of the body.

## Resources

- Mats
- Agility tables
- Benches
- Wall bars



## 2. Partner Balances

To develop balance, agility and co-ordination by performing balances with a partner.

- To create matching balances with a partner.

- Mats
- Agility tables
- Benches
- Wall bars

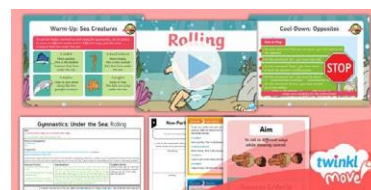


## 3. Rolling

To develop balance, agility and co-ordination when rolling.

- To roll in different ways while showing control.

- Mats
- Video clip of seahorse moving



## 4. Jumping

To develop balance, agility and co-ordination when jumping.

- To jump safely in a variety of ways, including on and off apparatus.

- Mats
- Benches
- Wall bars
- Agility tables



## 5. Building Sequences

To develop balance, agility and co-ordination by combining movements to create a sequence.

- To combine a selection of movements to create a gymnastic sequence.

- Mats
- Hoops
- Benches
- Wall bars
- Agility tables



## 6. Sequences in Pairs

To develop balance, agility and co-ordination by working with a partner to create a sequence.

- To work with a partner to create a matching sequence.

- Mats
- Benches
- Wall bars
- Agility tables





### Introduction

This Target Games unit focuses on activities and games that require players to send an object towards a target. Children will be learning how to send the ball in different ways towards both stationary and moving targets, including rolling, underarm throwing, overarm throwing and kicking. They will be taught about the skills of aiming, precision and accuracy, which are the fundamental skills needed for target games such as croquet, golf and bowling. The children will also be developing their understanding of using tactics and teamwork in a range of different target games and will be given the opportunity to try playing some target games including boccia, golf, croquet and a variation on dodgeball.

### Wider Learning

Find out more about golf in schools by visiting [The Golf Foundation](#), which promotes the delivery of golf for children in primary and junior schools and how their school programs can support curriculum learning.

You can also visit [Boccia England](#) to find out about Boccia competitions and how you can set up your own school club.

[British Dodgeball](#) also has a 'Schools' section which provides teachers, school sports coaches, students and leaders with the necessary tools to deliver dodgeball.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls, such as sponge balls or even beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- A larger target area will give more success when aiming the ball, as will decreasing the distance to the target.
- Softer and larger balls will roll more slowly.
- Allow children to work together on adapting activities, where necessary.

### Home Learning

#### Target Games Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE.

One of the warm-up activities in this unit requires a child to be blindfolded whilst peers move around the hall or space. Before starting this activity, emphasise the importance of safety and encourage the blindfolded child to keep their hands up in front of them to act as a 'bumper'. Ensure a sighted child or member of staff remains close to the blindfolded child, ready to alert them to any dangers or hazards they may not be aware of.

Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- change the speed of the ball they are rolling;
- sometimes hit the target with a rolling ball;
- take part in games that involve rolling, including team games;
- know how to carry out an underarm throw and can do this with some accuracy;
- aim for a stationary target using an underarm throw with some accuracy and success;
- work with others to design a game that involves throwing underarm;
- know how to carry out an underarm throw, aiming for a moving target, and can do this with some success and accuracy;
- avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with some success;
- know how to play a game that involves aiming at moving targets and can take part, with some success at hitting a target;
- know how to carry out an underarm throw, aiming for a target, and can do this with some success and accuracy;
- know how to carry out an overarm throw, for distance, and can do this with some success;
- sometimes choose the most appropriate throw to use based on the situation;
- know how to kick a football for accuracy, aiming for a target, and can do this with some success;
- know how to play a game that involves kicking at targets and can take part with some success;
- use the different skills they have learnt in a range of different target games, with some success and proficiency;
- know what a tactic is and, with support, can use them in a game;
- begin to display elements of teamwork in a game;
- evaluate their performance, with support.

### ...most children will be able to:

- change the speed of the ball they are rolling, appropriate to the activity;
- often hit the target with a rolling ball and sometimes when positioned further away;
- have some success when taking part in games that involve rolling, including team games;
- know how to carry out an underarm throw and can do this with good accuracy;
- aim for a stationary target using an underarm throw with good accuracy and success;
- make important contributions to the group when designing a successful underarm throwing game;
- know how to carry out an underarm throw, aiming for a moving target, and can do this with good success and accuracy;
- avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with good success;
- play a game that involves aiming at moving targets with good success and outcomes;
- know how to carry out an underarm throw, aiming for a target, and can do this with good success and accuracy;
- know how to carry out an overarm throw, for distance, and can do this with good success;
- usually choose the most appropriate throw to use based on the situation, with good success and outcomes;
- know how to kick a ball for accuracy, aiming for a target, and can do this with good success;
- play a game that involves kicking at targets, with good success and outcomes;
- use the different skills they have learnt in a range of different target games, with good success and proficiency;
- know what a tactic is and begin to use them appropriately in a game;
- display elements of teamwork in a game;
- begin to evaluate their performance.

## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- consistently and accurately roll a ball at different speeds, appropriate to the activity;
- consistently hit the target with a rolling ball including when positioned further away and in a game scenario;
- have good success when taking part in games that involve rolling, including team games;
- know how to carry out an underarm throw and can consistently do this with great accuracy;
- aim for a stationary target using an underarm throw with excellent accuracy and success;
- play a pivotal role in the group in helping to design a successful and popular game that involves throwing underarm;
- know how to carry out an underarm throw, aiming for a moving target, and can consistently do this with great success and accuracy;
- avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with excellent success;
- skilfully play a game that involves aiming at moving targets, with excellent success and outcomes at hitting a target;
- know how to carry out an underarm throw, aiming for a target, and can consistently do this with great success and accuracy;
- know how to carry out an overarm throw, for distance, and can consistently do this with great success;
- capably choose the most appropriate throw to use based on the situation, with excellent success and outcomes;
- know how to kick a ball for accuracy, aiming for a target, and can consistently do this with great success;
- skilfully play a game that involves kicking at targets, with excellent success and outcomes;
- use the different skills they have learnt in a range of different target games, with great success and proficiency;
- know what a tactic is and use them successfully in a game;
- display effective teamwork in a game, taking on a pivotal role;
- evaluate their performance and are beginning to know what they need to do next to improve.

## Lesson Breakdown

### 1. Rolling Games

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To use a range of ball rolling skills.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Tennis balls
- Larger balls for rolling (for the LA children)
- Skittles
- Stopwatch



### 2. Bullseye!

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To aim for a stationary target using an underarm throw.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Beanbags
- Hoops
- Chalk
- Cones
- Pencils
- Stopwatch





## Lesson Breakdown

### 3. Moving Targets

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To play a game that involves aiming at moving targets.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Bibs or bands
- Beanbags
- Different sized hoops
- Cones
- Large foam balls
- Small foam balls
- Chalk



### 4. Throwing Golf

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To use different types of throws in a target throwing game.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Large sponge balls
- Beanbags
- Hoops
- Cones
- Pencils
- A range of containers, such as buckets or other suitable containers to throw beanbags into.



### 5. Kicking Skills

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To kick a ball accurately.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Footballs
- Large sponge balls
- Cones
- Tennis balls
- Benches
- Hurdles



### 6. Tactics and Teamwork

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending.

To use my skills in different target games.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Beanbags or quoits
- Skipping ropes or chalk
- Cones
- Different coloured tennis balls or small rubber balls
- Footballs
- Hurdles





## Cycle B Year 1 and 2 Summer 2 Indoor

The Dance: Toys unit for Year 2 encourages children to think about the speed, weight and size of their movements in the context of toys from the past and present. The unit links to the KS1 2014 National Curriculum Objective for History 'changes within living memory'. The children pretend to be and play with imaginary toys. They work in different formations, synchronizing their movements with their partner's and within larger groups. They move to different rhythms, speed up and slow down and use their own bodies to produce rhythms. They move on to holding rigid group formations to a steady beat. The children act and react in pairs through movement and expression. They copy and improvise movement patterns putting them together to build motifs of their own to convey ideas in response to stimuli. They are able to describe their own and other's movements and suggest improvements as they watch each other perform.

### Health & Safety

Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt). Long hair should be tied back and jewellery removed. Refer to the Adult Guidance for the unit for safe techniques when jumping. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.

### Wider Learning

You may wish to watch footage from an athletics competition, such as the Summer Games or the Commonwealth Games. Look at the different types of jumps that athletes perform, and the different ways they run for different races. Find out more about a running club near you at England Athletics: <https://www.englandathletics.org/find-an-athletics-club/>

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Large, open space can provide children with additional space to move around in.
- Vary the surface, e.g. travelling over grass, tarmac, wooden floors.

## Assessment Statements

By the end of this unit

### all children should be able to:

- move freely to music
- move in the wider space
- move in their personal space
- move fast and slow
- move high and low
- move with light and heavy movements
- pretend to move with an object
- pretend to be an object
- copy and repeat movements
- change movements when prompted
- make a shape
- work on their own
- use expressions to communicate feelings
- describe movements
- roll
- say if they like some music or a movement.

### most children will be able to:

- make a shape and hold it
- make contrasting shapes
- move in contrasting ways
- dance in their personal space and in the wider space
- improvise movement to communicate an idea
- move to the rhythm of the music
- put movement patterns together to create a dance motif
- talk about how music and dancing makes them feel
- say what they like about their own and other's movements
- say how they could improve their own and other's performances
- use movement to communicate feelings
- work on their own, with a partner or a group
- change between fast and slow movements
- change between high and low movements
- change between light and heavy movements
- move in response to stimuli
- remember and repeat movement patterns
- communicate an idea in different ways
- roll in different ways
- move with coordination and control.

## Assessment Statements

By the end of this unit

### some children will be able to:

- move at high, low and medium levels
  - move at fast, slow and intermediate speeds
  - improvise different ideas
  - demonstrate movements
  - lead the class in movement in response to stimuli
  - create movement patterns and improve them
  - move smoothly between movement patterns
  - improve their dance movements
- say why music or dance makes them feel a certain way
  - support a partner to improve their dance
  - move in a way that clearly expresses their ideas
  - transition smoothly from moving to holding a shape
  - change the dynamics of their movement quickly and with coordination and control
  - communicate effectively with their partners through dance.

## Lesson Breakdown

### 1. Modelling Dough

To perform dances using simple movement patterns.

To change the speed, weight and size of my movements.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall



### 2. Sticky, Stretchy Man

To perform dances using simple movement patterns.

To dance in different formations.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall



### 3. The Ball

To perform dances using simple movement patterns.

To move in response to stimuli.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall
- Large Balls



### 4. Jack-in-the-Box

To master basic movements including jumping.

To dance a duet.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall



### 5. Clockwork Toys

To perform dances using simple movement patterns.

To move to a rhythm.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall



## Lesson Breakdown

### 6. Toy Soldiers

To perform dances using simple movement patterns.

To synchronise movement in different formations.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall



# Animal Olympics



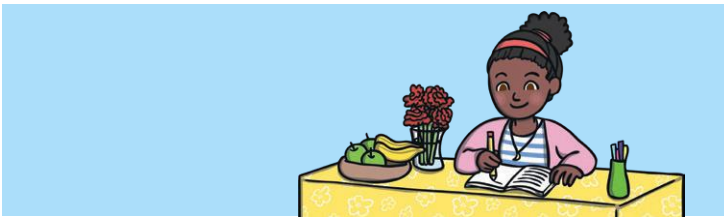
## Cycle B Year 1 and 2 Summer 2 Outdoor

This Year 1/2 Animal Olympics unit will allow your class to focus on a range of different athletics skills including running, jumping and throwing. Children will also focus on the Olympic Values, considering how these fit into both the lesson and their daily lives. The skills and values are taught in an engaging and motivational manner, with children taking inspiration from the animal world. Children will learn about animals such as penguins, turtles, archerfish, hares and cheetahs. They will develop their skills in changing speed and direction when running, jumping for height and distance and throwing underarm accurately. To round off the unit, the children will take inspiration from the unit and work together to create.



### Health & Safety

(including food allergies) – Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Watch some of the Olympic athletic events together.

Children could develop their own Animal Olympics with a set of athletics events inspired by animals of their choice.

## Assessment Statements

By the end of this unit...

...all children should be able to:

- bend their knees before jumping;
- give praise to their partner when they are successful;
- bring their arm backwards before throwing forwards;
- keep practising to achieve greater accuracy;
- run at different paces;
- finish the course, even if they feel tired and need to slow down their pace;
- turn their bodies to face the new direction in which they will run;
- consider how the hare would feel when trying to escape;
- bend their knees to take off;
- show equality through taking turns, as suggested by an adult;

...most children will be able to:

- straighten their knees to spring up using both legs at the same time;
- encourage their partner to do their best, especially if they find something challenging;
- keep their eye on the target, to focus their aim;
- remain motivated to keep trying to achieve excellence, even when they are finding it hard;
- set off at a sustainable pace;
- remain motivated to keep trying to reach their goal, even when they are finding it hard;
- use their foot to push off in the new direction;
- consider how the hare shows courage, by thinking quickly to escape, even when it must feel very scared;
- bend their knees to take off; lean forward, swinging their arms back when jumping;
- show equality by making sure all their group members have a turn;
- take part in athletic activities; with prompting, remembers some of the techniques from previous lessons;
- take inspiration from animal behaviour in order to develop their athletics skills.

**...some children will be able to:**

- use their arms and legs at the same time to jump as high as possible;
- make decisions with a partner, compromising where needed;
- keep their eye on the target, to focus their aim;
- bring their opposite leg forward as they bring their arm forward to release the ball;
- challenge themselves to achieve greater accuracy - even if at first they find it easy, they continue to look for greater challenges and strive for excellence;
- set off at a sustainable pace and switch back to this pace after running at their fastest;
- continue challenging themselves to achieve greater distances - even if at first they find it easy, they look for greater challenges by pushing themselves and showing determination;
- change direction using their foot to push off, without significantly losing pace;
- consider how the hare shows courage by staying still when a predator is nearby and judging the exact moment when to start running;
- bend their knees to take off; lean forward, swinging their arms back when jumping; swing their arms forward to propel themselves through the air;
- show equality and fairness by making sure all group members have a turn; demonstrate some

# Lesson Breakdown

## 1. Olympic Values

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic values of friendship and respect in a jumping for height activity.

## Resources

- Access to the hall or other large space
- Targets
- Fish Cards
- Chalk
- Cones



## 2. Excellence

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic value of excellence in a throwing for accuracy activity.

- Access to the hall or other large space
- Hoops
- Beanbags
- Small balls



## 3. Determination

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic value of determination in a running activity.

- Access to the hall or other large space
- Cones



## 4. Courage

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic value of courage in a running activity.

- Access to the hall or other large space
- Cones



## 5. Equality

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic value of equality in a jumping for distance activity.

- Lesson Pack
- Access to the hall or other large space
- Cones
- Chalk if required



## 6. Inspiration

To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.

- To show the Olympic value of inspiration in athletics activities.

- Access to the hall or other large space
- Cones
- Chalk if required



# Gymnastics: Movement



## Cycle A Year 3 / 4 PE Scheme of Work Autumn Term 1 Indoor

This Gymnastics: Movement unit will teach your class how to perform a variety of floor and vault movements. The children will learn pike jumps, straight jump half-turns, cat leaps, forward rolls from standing, tucked backward rolls, chassis steps and the squat on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines, performing individually and with a partner.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE. See [Teacher Guidance: Health and Safety](#) for additional health and safety information.



### Home Learning

**Gymnastics Movement Activities:** This activity sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice. Explore the difference between artistic, rhythmic and acrobatic gymnastics. Find out if there are any gymnastics competitions you can enter. The Key Steps Programme is a good introduction to competitive gymnastics.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe the new movements learnt in the unit;
- perform recognisable movements, e.g. a forward roll that looks like a forward roll;
- describe how their performance has improved over the lesson;
- link a series of different movements together to form a short routine;
- practise and refine their own movements independently, showing awareness of others around them.

### ...most children will be able to:

- describe how to perform the new movements learnt in the unit;
- perform movements that show good understanding and control of the key skills needed;
- describe what they have done or changed in order to improve their performance during a lesson;
- link a series of movements together to create a longer sequence;
- practise and refine their own movements and 'spot' and advise others around them.

### .....some children will be able to:

- describe how the new movements learnt in the unit fit into a series of progression;
- perform movements to a high standard and link multiple movements competently, e.g. a sequence of three forward rolls;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link a series of movements together while demonstrating awareness of style and space to create maximum effect;
- practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities.



# Lesson Breakdown

## 1. Jumps and Leaps

Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.

- To perform a range of jumps accurately.

## 2. Rolls

Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.

- To accurately perform a forward roll from standing and a tucked backward roll.

## 3. Vaulting

Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.

- To perform a squat on vault accurately.

## 4. Handstands and Cartwheels

Develop flexibility, strength, technique, control and balance by learning and performing a lunge into handstand and a cartwheel.

- To perform a lunge into handstand and a cartwheel accurately.

## 5. Linking Movements

Develop flexibility, strength, technique, control and balance by learning and performing effective linking actions as part of a sequence.

- To link movements together by performing a chassis step, straight jump half-turn and cat leap

## 6. Performance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best by choosing ideas to compose a movement sequence.

- To create and perform a gymnastics sequence with a partner.

# Resources

- Hoops
- Mats
- Benches or agility tables



- Mats
- Foam wedges – if required/available



- Mats
- Markers
- Agility tables or benches
- Stopwatches (for extra time activity) – if required



- Mats
- Masking tape - can be used on the floor to encourage children to stay in line while performing their moves (if required)



- Mats
- Springboard and vaulting box – if required
- Skipping ropes for warm-up activity



- Mats





## Cycle A Year 3 /4 PE Scheme of Work Autumn Term 1 Outdoor

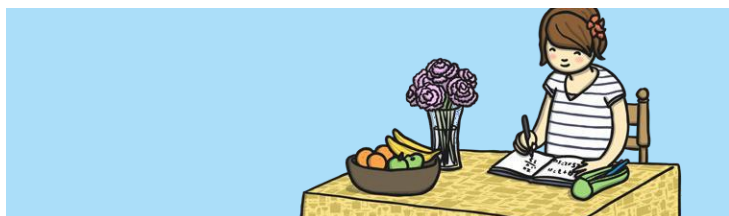
This 'OAA' unit will introduce your class to the fundamental principles of outdoor adventurous activities, such as teamwork, problem-solving and understanding maps. The children will work as part of a team to solve a range of problems and will learn how to give and receive directions using appropriate directional language. They will develop their understanding of maps by using symbols and a key as well as learning how to orientate a map. In the final lesson of the unit, they will be introduced to the adventure sport of orienteering where they will learn some of the symbols used for orienteering and will need to follow a map to move between two locations. Collaborative working, both in pairs and as a group, is an important aspect within this unit.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE.

Some of the activities planned throughout this unit require one child to be blindfolded while being guided by a partner. Before starting these activities, emphasise the importance of safety and encourage the blindfolded child to walk with their hands up in front of them to act as a 'bumper' to avoid collisions. Stress the importance to the sighted child within the pair of always watching and remaining close to their blindfolded partner so as to be able to alert them to any dangers or hazards immediately.



### Home Learning

**OAA Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend or with a partner during school or extracurricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal;
- understand what effective communication involves and demonstrate verbal and non-verbal methods of communication with some success during team activities;
- follow multi-step instructions with support when necessary;
- with guidance, identify the problem and possible solutions to solve it;
- mostly cooperate with others to solve the problem, demonstrating some effective teamwork skills;
- understand and sometimes use directional language to navigate others with some success;
- follow the directions given to them, with support;
- with support, can give directions using appropriate terminology;
- understand the concept of a map and use a key and symbols on a simple map, with support if necessary;
- orientate a map, with support if necessary;
- know the meaning of some common map symbols;
- understand what orienteering involves and know some of the basic orienteering symbols.

### ...most children will be able to:

- identify and demonstrate a range of effective teamwork skills to achieve the goals;
- understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities;
- follow multi-step instructions, using strategies to aid them;
- identify the problem and come up with possible solutions and a plan of action to solve it;
- demonstrate a range of effective teamwork skills to solve a range of problems;
- understand and use directional language to effectively navigate others;



## Wider Learning

Find out more about orienteering in schools by visiting the [British Schools Orienteering website](#). There is also lots of useful information on the [British Orienteering website](#).

To locate your nearest club, use the British Orienteering website [club finder](#).

**Xplorer** is a fun navigation challenge that can be done in the local park and something that the whole family can enjoy together. It involves both physical activity and decision making as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area while being educational at the same time.

- follow the directions given to them with success;
- give easy-to-follow directions using appropriate terminology;
- understand the concept of a map and use a key and symbols on a simple map;
- orientate a map;
- know the meaning of a range of common map symbols;
- understand and can talk about what orienteering involves and know a range of different orienteering symbols.

### **...some children will be able to:**

- demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals;
- verbally communicate ideas clearly and concisely, show excellent listening skills and communicate skillfully using non-verbal methods of communication;
- confidently and effectively follow multi-step instructions;
- help others to identify the problem, suggesting a range of possible solutions and appropriate plan of action and be instrumental in successfully solving it;
- demonstrate excellent teamwork skills and be instrumental in helping their team to be successful;
- demonstrate an excellent understanding of directional language, using it to effectively navigate others;
- confidently follow the directions given to them with success;
- navigate others safely and effectively by giving clear and precise directions using appropriate terminology;
- confidently read and follow a range of simple maps and support others in their map reading, such as using a key;
- confidently orientate a map, supporting others to do so when necessary;
- know the meaning of a range of common map symbols, including some additional symbols not featured in the lesson's resources;
- have a very good understanding of what orienteering involves and know a range of different orienteering symbols, including the colours.

# Lesson Breakdown

## 1. Terrific Teamwork

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To work effectively with others to complete a task.
- To communicate effectively.

## Resources

- Bands or bibs
- Gymnastic mats
- Obstacles for the Tortoise Shell activity
- Beanbags



## 2. Following Instructions

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To follow multi-step instructions.

- Beanbags



## 3. Problem Solving

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To solve a range of problems when working with others.

- Hoops
- Cones
- Number Cards
- A4 Paper



## 4. Which Direction?

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To follow a set of directions correctly.
- To give clear and precise directions for someone else to follow.

- Blindfolds
- Beanbags
- Cones
- Stopwatches



## 5. Magnificent Maps

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To follow simple maps.

- Cones
- Large hoops
- Beanbags
- Quoits
- Whiteboards and pens



## 6. Introduction To Orienteering

To take part in outdoor and adventurous activity challenges both individually and within a team.

- To know what orienteering is.
- To know and understand a range of map symbols.

- Hoops
- Pencils





### Introduction

This Dodgeball unit focuses on the main attacking and defending skills needed to play the popular invasion game of dodgeball. Children will be learning dodgeball-specific throwing and catching ball skills, as well as different methods and techniques used to dodge the ball, including jumping, ducking and sidestepping. They will learn about the rules of dodgeball, as well as some tactics that will help them in a game scenario. The children will take part in a range of different dodgeball-based games and drills - in pairs, small groups and as a whole class.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource. It is recommended that spectacles should not be worn by players while playing dodgeball-based games, unless secured by a strap.

### Home Learning

#### Dodgeball Home Learning Tasks

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Find out more about playing dodgeball in schools by visiting [British Dodgeball](#).

### Equipment

To play dodgeball safely and correctly in a primary school setting, size 1 foam dodgeballs are recommended.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Larger, slower-moving balls, such as beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level.
- Allow children to work together on adapting activities, where necessary.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- use elements of the correct technique when throwing in dodgeball;
- aim at and sometimes hit a moving target;
- understand some of the basics of how to play dodgeball;
- use the technique of dodging with some success;
- jump to dodge the ball with some success;
- duck to dodge the ball with some success;
- use the technique of sidestepping with some success;
- leap to dodge the ball with some success;
- display different dodging techniques to avoid being hit by the ball with varied success;
- catch a ball aimed at their knees and lower legs with some success;
- know how to block a ball in dodgeball and can do this with some success;
- know about some of the rules and skills of blocking and catching in dodgeball;
- know about the different areas and boundary lines on a dodgeball court;
- know where to position themselves on a dodgeball court when attacking and defending, and can do this with some success;
- try to do their best for their team some of the time;
- remember and understand some of the main rules of dodgeball;
- usually demonstrate fair play and honesty when playing competitively.

### ...most children will be able to:

- use the correct technique when throwing in dodgeball;
- aim at and often hit a moving target;
- have a good understanding of the basics of how to play dodgeball;
- usually use the technique of dodging with effect;
- jump to dodge the ball with effect;
- duck to dodge the ball with effect;
- usually use the technique of sidestepping with effect;
- leap to dodge the ball with effect;
- display a range of different dodging techniques to avoid being hit by the ball with increasing success;
- usually catch a ball aimed at their knees and lower legs with good success;
- know how to block a ball in dodgeball and can usually do this with success;
- know and can talk about the rules and skills of blocking and catching in dodgeball;
- recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court;
- know where to position themselves on a dodgeball court when attacking and defending, and can usually do this with good success;
- try to do their best for their team most of the time;
- remember and understand most of the rules of dodgeball;
- demonstrate fair play and honesty when playing competitively.

### ...some children will be able to:

- consistently and effectively use the correct technique when throwing in dodgeball;
- aim at and consistently hit a moving target, even from longer distances;
- have an excellent understanding of the basics of how to play dodgeball;
- consistently use the technique of dodging with efficiency and success;
- jump to dodge the ball with efficiency and success;
- duck to dodge the ball with efficiency and success;
- consistently use the technique of sidestepping with efficiency and success;
- leap to dodge the ball with efficiency and success;
- effectively and consistently use a range of different dodging techniques to avoid being hit by the ball;
- consistently catch a ball aimed at their knees and lower legs with efficiency and success;
- know how to block a ball in dodgeball and can consistently do this with efficiency and success, including with balls aimed at the lower legs;
- know and can competently talk about the rules and skills of blocking and catching in dodgeball;
- recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court and support others with this too;
- know where to position themselves on a dodgeball court when attacking and defending, and can consistently do this with efficiency and success;
- try to do their best for the team continually and support and encourage teammates to do the same;
- have a good understanding of the rules of dodgeball and be able to talk about these;
- demonstrate excellent sportsmanship and fair play when playing competitively.

## Lesson Breakdown

### 1. Aiming and Throwing

To use running, jumping, throwing and catching in isolation and in combination.

To learn about the basics of dodgeball.

To learn how to throw a ball in dodgeball.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Foam dodgeballs (or soft, foam balls)



### 2. Top Dodgers

To use running, jumping, throwing and catching in isolation and in combination.

To learn different techniques to dodge the ball in dodgeball.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Foam dodgeballs (or soft, foam balls)



### 3. The Artful Dodgers

To use running, jumping, throwing and catching in isolation and in combination.

To learn different techniques to dodge the ball in dodgeball.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Hurdles
- Beanbags
- Quoits
- Foam dodgeballs (or soft, foam balls)



### 4. Catching and Blocking

To use running, jumping, throwing and catching in isolation and in combination.

To learn how to defend in dodgeball by catching and blocking.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Foam dodgeballs (or soft, foam balls)



### 5. Let's Talk Tactics

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To know about the different parts of a dodgeball court and simple tactics for effective positioning on it.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Foam dodgeballs (or soft, foam balls)
- Benches



### 6. Let's Play Dodgeball!

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To work as part of a team.

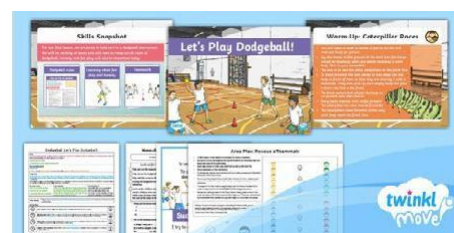
To participate in a class dodgeball tournament.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Foam dodgeballs (or soft, foam balls)
- Benches
- Stopwatches





## Cycle A Year 3 /4 PE Scheme of Work Autumn Term 2 Outdoor

### Introduction

This Invasion Games unit will teach your class about the basic and fundamental principles of invasion games, such as keeping possession and teamwork. The children will learn how to pass, receive and travel with the ball in a range of different invasion game sports using a variety of different techniques. They will develop their understanding of the principles of attacking and defending in invasion games and learn skills such as marking and dodging. Children will have the opportunity to take part in individual, paired and small group activities, as well as to play a range of invasion-based team games to enable them to practise and improve their skills.

### Health & Safety

Check the area for any hazards before beginning the lesson. Ensure all equipment and apparatus used is child safe and age appropriate, checked regularly and in good condition. Make sure that all children are appropriately dressed for outdoor athletic activity, including appropriate footwear. Warm up at the beginning and cool down and/or stretch at the end of every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Here are some suggestions of ways in which games and activities can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Use lighter, adapted balls as and when needed.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level, such as introducing tackle-free zones.
- Allow children to work together on adapting activities, where necessary.

### Wider Learning

Find out about how you can get involved in different invasion games outside of school by visiting the following websites: [Football Hockey](#) [Netball](#) [Rugby](#) [Basketball](#)

### Skills Circuit

This Invasion Games Skills Circuit includes a set of activities that provide the children with the opportunity to practise and apply a range of invasion games-based skills linked to their learning. The activities can be done during extracurricular time or as an extra skills practice. Alternatively, it could be set up as a lesson if you have additional time during or at the end of a unit.

### Assessment Statements

By the end of this unit...

**...all children should be able to:**

- have a basic understanding of what an invasion game is;
- understand the difference between attacking and defending;
- begin to apply basic attacking and defending skills in simple invasion games, such as marking and dodging;
- travel with the ball in at least one different way with some efficiency;
- show some improvement in being able to keep control of the ball when moving and dribbling;
- move and dribble with the ball with increasing speed, proficiency and success;
- pass the ball in different ways using some elements of the correct technique and with some control and accuracy;
- pass the ball over a range of distances during skills practice drills but may need support when applying this in a netball-based game;
- sometimes select and use the right pass in a netball-based game;
- have a basic understanding of the roles of the defender and the defending team;
- know how to mark an opponent and sometimes do this with success;
- have a basic understanding of the roles of the attacker and the attacking team;
- know how to get free from a defender and sometimes do this with success;
- aim for and hit a target from close proximity;
- apply some of the basic principles of attacking and defending to simple invasion games with some success;
- sometimes work effectively as part of a team;
- evaluate their performance with support.



### ...most children will be able to:

- have a good understanding of what an invasion game is;
- understand and talk about the basic principles of attacking and defending in invasion games;
- apply basic attacking and defending skills in simple invasion games, such as marking and dodging with increasing success;
- travel with the ball in at least two different ways with efficiency;
- usually keep control of the ball when moving and dribbling;
- move and dribble with the ball with good speed, proficiency and success;
- pass the ball in different ways using most elements of the correct technique and usually with good control and accuracy;
- pass the ball over a range of distances during skills practice drills and begin to apply this in a netball-

based game;

- generally select and use the right pass in a netball-based game;
- have a good understanding of the roles of the defender and the defending team;
- know how to mark an opponent and usually do this with success;
- have a good understanding of the roles of the attacker and the attacking team;
- know how to get free from a defender and usually do this with success;
- aim for and hit a target from increasingly greater distances, sometimes in a game situation;
- apply some of the basic principles of attacking and defending to simple invasion games with increasing success;
- usually work effectively as part of a team;
- accurately evaluate their performance.

### ...some children will be able to:

- have an excellent understanding of what an invasion game is;
- understand and talk about more complex principles of attacking and defending in invasion games;
- consistently and effectively apply basic attacking and defending skills in simple invasion games, such as marking, dodging and intercepting;
- travel with the ball in at least three different ways with good efficiency;
- keep excellent control of the ball when moving and dribbling;
- move and dribble with the ball with excellent speed, proficiency and success;
- pass the ball in different ways using the correct technique and with consistently good control and accuracy;
- effectively pass the ball over a range of distances during skills practice drills and consistently able to apply this in a netball-based game;

- know and use the right pass and often execute the pass successfully in a netball-based game;
- have an excellent understanding of the roles of the defender and the defending team;
- know how to mark an opponent and can do this with great success, including making interceptions;
- have an excellent understanding of the roles of the attacker and the attacking team;
- know how to get free from a defender and do this with great success, including in a game situation;
- aim for and hit a target from a range of different angles and distances, including in a game situation;
- apply a range of basic principles of attacking and defending to simple invasion games with frequent success;
- consistently demonstrate excellent teamwork;
- accurately evaluate their performance, identifying what they need to do to improve.

# Lesson Breakdown

## 1. The Basics

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To understand the basic principles of invasion games.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Bands or bibs
- Tennis rackets
- Tennis balls
- Cones
- Large balls (e.g. netballs) Hoops



## 2. Masterful Moving

To develop flexibility, strength, technique, control and balance.

To know how to move and dribble with the ball in different invasion games.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- A range of different striking and hitting implements
- A range of different types of balls
- Cones
- Hoops
- Footballs
- Basketballs
- Rugby balls



## 3. Passing Practice

To develop flexibility, strength, technique, control and balance; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To use a range of techniques to pass a ball.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Netballs
- Hoops



## 4. Defend, Defend, Defend

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To understand the basic principles of defending in invasion games.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones or chalk
- Netballs
- Bibs



## 5. Attack, Attack, Attack

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To understand the basic principles of attacking in invasion games.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Netballs
- Balls
- Bibs
- Hoops
- Beanbags



## 6. Game Play

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To apply attacking and defending skills in invasion games.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Netballs
- Bibs
- Hoops
- Beanbags



# Circuit Training



## Cycle A Year 3 /4 PE Scheme of Work Spring 1 Indoor

This Y3 Circuit Training unit will allow your class to focus on a range of core skills. The skills are taught in an engaging and motivational manner, with children initially completing four mini-circuits before competing in two full circuits. Children will develop their skills in travelling and changing travel, ball control skills and balance and coordination. They will be encouraged to keep a personal score for each exercise and to adapt and improve their performance to beat their score.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Long hair should be tied back and all jewellery removed before every lesson. Complete a warm-up at the start of each lesson and always end with a cool-down. Follow your school's risk assessment at all times when teaching PE.

### Home Learning

This activity sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Contact a local gym and invite a trainer in to run a circuit training session.

Children could develop their own mini-circuits and share them with other groups.

### Assessment Statements

By the end of this unit...

...all children should be able to:

- begin to travel using a sidestep action, with support and encouragement;
- begin to travel in different ways;
- change direction while travelling;
- change speed while travelling;
- throw a ball underarm;
- use their feet to move a ball;
- hold a balance with control, with support and encouragement;
- begin to coordinate different body parts;
- follow advice from friends or teachers when completing exercises;
- practise exercises and look for improvement over time.

...most children will be able to:

- follow instructions to travel using a sidestep action;
- travel in different ways;
- change direction, speed and level while travelling;
- show an ability to travel at a different speed and direction in a circuit;
- throw a ball underarm with some accuracy;
- use their feet to move a ball around cones;
- independently hold balances with control;
- independently coordinate different body parts;
- follow instructions to complete exercises;
- actively try to improve their performance over time.

...some children will be able to:

- perform a sidestep and a lunge with control;
- travel confidently in different ways, maintaining a good speed while doing so;
- efficiently change direction, speed and level when travelling;
- confidently change between different levels and direction when travelling;
- throw a ball underarm, controlling both the accuracy and direction of the throw;
- use their feet to control the movement of a ball around a series of cones;
- show excellent balance and coordination when moving;
- use body parts to coordinate agile movements;
- give advice to friends on how to complete exercises;
- understand how to alter their movements to improve their performance over time.

## Lesson Breakdown

### 1. Ways to Travel

To develop flexibility, strength, technique, control and balance in the context of travelling in different ways.

- To travel in a variety of ways.

### Resources

- Lesson Pack
- Cones
- Whistle or alternative, such as a tambourine



### 2. Changing Travel

To develop flexibility, strength, technique, control and balance in the context of travelling in different ways.

- To change the direction, level or speed of travel.

### Resources

- Lesson Pack
- Agility ladders
- Cones
- Hurdles
- Whistle or alternative, such as a tambourine



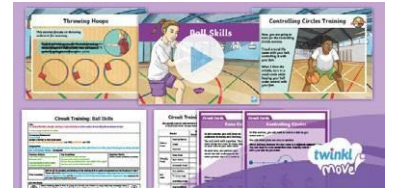
### 3. Ball Skills

To develop flexibility, strength, technique, control and balance in the context of controlling the movement of a ball.

- To use a range of ball control skills.

### Resources

- Lesson Pack
- Hoops
- Whistle
- Beanbags
- Small balls
- Footballs
- Cones



### 4. Balance and Coordination

To develop flexibility, strength, technique, control and balance in the context of controlling their movements using balance and coordination.

- To control movements using balance and coordination.

### Resources

- Lesson Pack
- Small balls



### 5. The Full Circuit

To develop flexibility, strength, technique, control and balance in the context of completing a circuit of different balance and coordination activities.

- To use a range of movement skills in a circuit of activities.

### Resources

- Lesson Pack
- Small balls
- Cones
- Hoops
- Hurdles
- Beanbags



### 6. Adapt and Improve

To compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of completing a circuit of activities to attempt to beat their previous scores.

- To adapt and improve performance in a circuit of activities.

### Resources

- Lesson Pack
- Access to the hall or other large space.
- Small balls
- Cones





## Cycle A Year 3 / 4 PE Scheme of Work Spring 1 Outdoor

### Introduction

This Football unit focuses on the main skills needed to play the world's most popular sport. Children will be learning how to dribble with the ball, as well as to pass and receive. They will learn about the fundamental principles of attacking and defending, such as finding space when attacking and denying a player space when defending. The defensive skills of marking and tackling will also be covered, as well as shooting and the importance of fitness in football. The children will take part in a range of different football-based games and drills in pairs, small groups and as a whole class.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level

Allow children to work together on adapting activities, where necessary.

### Home Learning

#### Football Home Learning Tasks

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Health & Safety

Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Equipment

Size 3 footballs are recommended for children aged 6-9.

### Wider Learning

Find out more about playing football in schools by visiting [England Football](#).

Encourage children to join their local football club. You can find your local club [here](#).

Find out about [Weetabix Wildcats](#), which is an England Football initiative offering non-competitive football for girls who want to give it a go for the very first time or want to play with other girls their own age.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- execute ball control skills with some control and success;
- use elements of the correct technique for dribbling with a football, with some control and success;
- stop the ball, after dribbling with it, with some success;
- use elements of the correct technique for passing a football, with some accuracy and success;
- use elements of the correct technique for receiving a pass, with some control and success;
- combine dribbling and passing with some success;
- give at least one reason why space and movement are important in football;
- use elements of the correct technique for dodging and can execute this with some success when trying to get free from a defender;
- sometimes find and use space effectively to receive a pass, in order to support teammates;
- give at least one fact about the job of the defender or the defending team in football;
- use elements of the correct technique for marking an opponent and can sometimes execute this with success in games and drills;
- use elements of the correct technique for block tackling and can sometimes execute this with success in games and drills;
- sometimes demonstrate defensive skills in a game, with varying success;
- use elements of the correct technique when shooting with accuracy and can execute this skill with some success in drills;
- use elements of the correct technique when shooting with power and can execute this skill with some success in drills;
- talk about at least one element of fitness needed for football (strength, speed, agility, endurance);
- take part in a football fitness drill, opting for the 'mild' exercises;
- use some basic football skills in a game;
- understand what being part of a team involves and sometimes demonstrates this skill;
- try to achieve their personal best, with support.

### ...most children will be able to:

- execute ball control skills with control and success;
- use the correct technique for dribbling with a football, with control and success;
- stop the ball, after dribbling with it, with success;
- use the correct technique for passing a football, generally with accuracy and success;
- use the correct technique for receiving a pass, generally with control and success;
- combine dribbling and passing with success;
- give at least two reasons why space and movement are important in football;
- use the correct technique for dodging and generally execute this skill with success when trying to get free from a defender;
- frequently find and use space effectively to receive a pass, in order to support teammates;
- give at least two facts about the job of the defender or the defending team in football;
- understand how to mark an opponent and usually execute this with success in games and drills;
- demonstrate the correct technique for block tackling and usually execute this with success in games and drills;
- usually demonstrate defensive skills in a game, often with success;
- demonstrate the correct technique when shooting with accuracy and usually execute this skill with success in drills;
- demonstrate the correct technique when shooting with power and usually execute this skill with success in drills;
- talk about at least two elements of fitness needed for football (strength, speed, agility, endurance);
- take part in a football fitness drill, opting for the 'medium' exercises;
- use a range of football skills in a game, sometimes with success;
- understand what being part of a team involves and usually demonstrate this skill;
- identify the skills they need to develop and demonstrate improvement, to achieve their personal best.

Continued on the next page ▼

### ...some children will be able to:

- execute ball control skills with good control and success;
- use the correct technique for dribbling with a football, with good control, speed and success;
- stop the ball, after dribbling with it, with ease and good control;
- use the correct technique for passing a football with good accuracy, speed and success;
- use the correct technique for receiving a pass, with good control and success;
- effectively combine dribbling and passing with confidence and fluency;
- explain why space and movement are important in football and demonstrate this when participating in games and drills related to football;
- use the correct technique for dodging when trying to get free from a defender, with efficiency, speed and success;
- have a good understanding of how to use space effectively to support teammates and can consistently do this with success;
- confidently explain the job of the defender and the defending team in football and demonstrate this in games and drills;
- mark an opponent effectively, by denying them space, and intercept the ball, consistently executing this with success in games and drills;
- consistently execute the block tackle with success in a game and drills;
- consistently demonstrate defensive skills in a game, with good success;
- competently and successfully execute the skill of shooting with accuracy in drills;
- competently and successfully execute the skill of shooting with power in drills;
- talk about at least three elements of fitness needed for football (strength, speed, agility, endurance);
- take part in a football fitness drill, opting for the 'spicy' exercises;
- demonstrate and apply a variety of football skills and techniques confidently and consistently in a game;
- always try to do their best for the team, as well as supporting and encouraging teammates to do the same;
- identify the skills they need to develop and how to do this, demonstrating improvement to achieve their personal best.

## Lesson Breakdown

### 1. Ball Control and Dribbling

To develop flexibility, strength, technique, control and balance.

To develop dribbling and ball control skills in football.

#### Resources

##### [Lesson Pack](#)

- Hoops
- Different coloured cones
- Footballs



### 2. Perfect Passing

To develop flexibility, strength, technique, control and balance.

To develop passing and receiving skills in football.

#### Resources

##### [Lesson Pack](#)

- Footballs
- Cones



### 3. Space Invaders

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To know how to find and use space effectively.

#### Resources

##### [Lesson Pack](#)

- Footballs
- Cones
- Spots



Continued on the next page ▼

#### 4. Dazzling Defending

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To learn the defensive skills of marking and tackling.

#### Resources

##### [Lesson Pack](#)

- Footballs
- Cones



#### 5. Shooting and Fitness

To develop flexibility, strength, technique, control and balance.

To learn how to shoot in football.

To understand the importance of fitness in football.

#### Resources

##### [Lesson Pack](#)

- Footballs
- Cones
- Agility ladders
- Skipping ropes
- Wall space or chairs
- Stopwatch



#### 6. Gameplay and Teamwork

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

To use the skills I have learnt and apply them in a game.

To work as part of a team.

#### Resources

##### [Lesson Pack](#)

- Footballs
- Cones
- Bibs





# Net and Wall Games: Fundamentals



## Cycle A Year 3 /4 PE Scheme of Work Spring 2 Outdoor

This 'Net and Wall Games: Fundamentals' unit will teach your class some of the key skills players need to play games that involve either a net or a wall. Children will take part in a range of footwork drills and learn the basic grip for holding a tennis racket. They will learn how to control the ball using a racket, such as balancing and bouncing it, before moving on to learning the basic technique for a forehand and backhand hit. Offensively, they will learn how to accurately hit or throw an object to create space. Defensively, they will learn how positioning is fundamental in net and wall-based games and know where to best position themselves to be able to return the ball. They play competitive tennis matches at end of the unit, allowing them to apply all their newly learnt skills. Throughout the unit, there is a range of individual and partner activities with opportunities for evaluating their own performance.

### **Health & Safety**

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child- safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear.

### **Handling Equipment**

If children are setting out any of the equipment required for the lessons please ensure that a responsible adult is present.

Show the children how to carry the equipment safely and ensure they do not run while carrying it.

### **Keeping Safe**

Encourage the children to stay aware of what is happening around them at all times. Children should be encouraged to always watch the ball closely during activities. Ensure the children maintain a safe distance from other children with rackets. It is a good idea to mark out an area for children to stand who are waiting for a turn in any activities.

Ensure that the children use tennis rackets sensibly and safely. They should be reminded not to swing rackets around while waiting and to maintain a safe distance from others when they are practicing.

Always follow your school's risk assessment when teaching PE.

### **Playing Area and Equipment**

For primary aged children, it is recommended that they play Mini-Tennis, which is a programme designed for children to learn the fundamentals of tennis at an early age. It utilises smaller courts, nets and rackets as well as lower-bouncing tennis balls to develop vital tennis skills and techniques.

There are different colours for different ages. Red ball mini-tennis is for players aged 8 and under. A red sponge ball is used indoors and a red felt ball is used outdoors and should use a racket up to 23 inches. Children play on a court with dimensions of 11m x 5.5m. It's fine to use badminton court lines.

### **Including Children with Disabilities in PE**

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Larger, slower-moving balls such as sponge balls or even beach balls may make some of the activities more accessible.
- Using balloons allows for more reaction time.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Try hitting a rolling ball along the floor before trying to judge and hit a ball in flight.
- Send and receive balls by throwing and catching them before using a racket.
- Lighter rackets allow for better manipulation and larger rackets make balls easier to hit.
- Not using a racket at all and just using the hand can make it easier to hit the ball.
- A smaller area will give more success when striking the ball.
- A larger playing area will give players more time and space.
- Removing the net or barrier may improve the success rate.

### **Home Learning**

#### **Net and Wall Activities**

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

#### **Wider Learning**

Visit the youth section of the LTA website to find out more about tennis, which includes information on Youth Programmes, Youth Schools, Youth Compete and a Home Activities Hub.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- give examples of net and wall games and know what these types of games involve;
- demonstrate some effective footwork during footwork drills, such as moving in different directions and changing direction;
- understand the importance of good footwork, movement and positioning in net and wall games, including the ready position;
- roll a ball with some control and accuracy at a target;
- throw a ball underarm with some control and accuracy at a target;
- use throwing and catching skills in games involving precision and accuracy with some success;
- control the ball using basic racket skills;
- hit a ball along the ground with some accuracy using a tennis racket;
- know how to hit a ball using elements of a forehand technique and sometimes demonstrate this in a game, including using the correct grip;
- sometimes hit a ball to land close to or in a target area;
- throw a ball using a double-handed backhand throw with some accuracy;
- know how to hit a ball using elements of a backhand technique and sometimes demonstrate this in a game, including using the correct grip;
- sometimes work as a team to keep a rally going;
- with support, explain what to do in different attacking and defending scenarios and why;
- understand the importance of positioning to be able to return the ball and sometimes apply this in a game;
- use some net and wall fundamentals to play a competitive net and wall-based game.

### ...most children will be able to:

- give examples of net and wall games and know what these types of sports involve, including some of the skills needed to play them;
- demonstrate a range of effective footwork skills during footwork drills, such as moving in different directions and changing direction whilst maintaining balance;
- understand the importance of good footwork, movement and positioning in net and wall games, including the ready position and demonstrate this throughout the lesson;
- roll a ball with good control and accuracy at a target;
- throw a ball underarm with good control and accuracy at a target;
- confidently use throwing and catching skills in games involving precision and accuracy with success
- control the ball in a range of ways, including bouncing the ball up and down, using good hand-eye

coordination and racket skills;

- hit a ball along the ground with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent;
- effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip; often hit a ball to land close to or in a target area;
- throw a ball using a double-handed backhand throw with good accuracy and technique;
- effectively hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip;
- work co-operatively in a team to keep a rally going, using both the forehand and backhand hit;
- explain what to do in different attacking and defending scenarios and why;
- understand the importance of positioning to be able to return the ball and consistently apply this in a game;
- use a range of net and wall fundamentals to play a competitive net and wall-based game.

## Assessment Statements

By the end of this unit...

### **...some children will be able to:**

- give examples of net and wall games and know what these types of sports involve, including a range of skills needed to play them;
- demonstrate excellent speed, agility and balance during footwork drills, moving in different directions and changing direction efficiently and effectively;
- understand the importance of good footwork, movement and positioning in net and wall games, including the ready position and consistently demonstrates this throughout the lesson;
- roll a ball with excellent control, accuracy and consistency at a target;
- throw a ball underarm with excellent control, accuracy and consistency at a target;
- competently and confidently use more advanced throwing and catching skills in games involving precision and accuracy with success;
- control the ball in a range of ways, including bouncing the ball up and down, using excellent hand-eye coordination and racket skills;
- accurately hit the ball along the ground with power and precision using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent;
- use an excellent forehand technique to accurately hit the ball and consistently demonstrate this in a game, including using the correct grip;
- show excellent aiming skills to accurately and consistently hit a ball close to or in a target area;
- throw a ball using a double-handed backhand throw with excellent accuracy and technique;
- use an excellent backhand technique to accurately hit the ball and consistently demonstrate this in a game, including using the correct grip;
- work co-operatively in a team to keep a rally going, using both the forehand and backhand hit appropriately and effectively;
- understand the principles of attacking and defending in net and wall-based games and explain what to do in different attacking and defending scenarios and why;
- position themselves effectively on the court in both attack and defence;
- use a range of net and wall fundamentals effectively to play and be successful in competitive net and wall-based game.

## Lesson Breakdown

### 1. Fancy Footwork

Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of footwork and movement in net and wall-based games.

- To use effective footwork, movement and positioning in the context of net and wall games.

### Resources

- Skipping ropes
- Tennis rackets
- Tennis balls
- Foamtennis balls
- Cones
- Stopwatches



### 2. Aiming Games

Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of aiming for a target in net and wall-based games.

- To roll and throw a ball accurately.

### Resources

- Tennis balls
- Foamtennis balls
- Cones
- Hoops
- Masking tape or chalk



### 3. Racket Skills

Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of net and wall game racket skills.

- To develop ball control when using a racket.

### Resources

- Tennis rackets
- Tennis balls
- Foamtennis balls
- Cones
- Beanbags



### 4. Skilful Hitting - Part I

Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the forehand technique in net and wall-based games.

- To hit a ball accurately using the forehand technique.

### Resources

- ennisrackets
- Foamtennis balls
- Tennis balls
- Cones
- Hoops
- Beanbags
- Masking tape or chalk



### 5. Skilful Hitting - Part II

Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the backhand technique in net and wall-based games.

- To use the backhand technique in different ways.

### Resources

- Tennis rackets
- Foamtennis balls
- Tennis balls
- Cones
- Sequencing spots or chalk



### 6. Game, Set and Match!

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of net and wall-based games.

- To understand and demonstrate the basic principles of attacking and defending in net and wall games.
- To play competitive net and wall-based games.

### Resources

- Tennis rackets
- Foamtennis balls
- Tennis balls
- Cones
- Chalk



# Dance: Rainforest

PE



## Cycle A Year 3 /4 PE Scheme of Work Spring 2 Indoor

### Introduction

This Y3 Rainforest Dance unit will allow your class to focus on developing their interpretative dance skills, taking inspiration from different features of rainforests. The skills are taught in an engaging and motivational manner, with children representing different rainforest layers, animals of the rainforest, weather patterns and the consequences of deforestation through their dance. Children will develop their skills in improvisation and will learn to put together dance actions to form movement phrases. They will be encouraged to evaluate their dance performance using dance vocabulary, using their evaluations to make improvements to their performances.

### Health & Safety

Check the hall/dance area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Below are some suggestions of ways in which the Rainforest Dance lessons can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Consider the space in which the children are working. Is there sufficient turning and stopping space for those who have a mobility impairment? Is the area free of clutter and obstructions to avoid impeding young people who have visual, mobility or coordination impairments?
- Try to provide seated or modified alternatives when improvising movements or performing the dance.
- Some children may require more frequent rest intervals, or the opportunity to be seated for elements of the session.
- Explore movement alternatives - children could echo a suggested leg movement using their arms instead.
- Improvisation of moves can be built around a child's abilities, for example, using a finger, hand or foot gesture.
- Consider whether a prop would be helpful to children.

### Wider Learning

Watch a documentary about a rainforest and note down features that could be represented through dance.

Visit a local botanical garden or greenhouse to experience some elements of a rainforest, such as the heat or the lush plants.

### Home Learning

#### Rainforest Dance Home Learning Tasks

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- select from different movements to create a short dance inspired by the layers of the rainforest;
- use different levels in a dance;
- perform suggested movements to represent rainforest weather;
- usually recall and perform movements;
- use different speeds in a dance;
- use movement phrases of different speeds, to create a dance that is inspired by the animals of the rainforest;
- begin to use suggested dance vocabulary when prompted;
- begin to consider how to improve their dance when prompted;
- perform suggested movements to represent features of the rainforest;
- select movements and put them together to make movement phrases;
- link movement phrases together by simply performing them one after another;
- answer questions about their dance performance.

### ...most children will be able to:

- select from different movements and add their own ideas to create a short dance inspired by the layers of the rainforest;
- use different levels in a dance and begin to use these to represent ideas;
- use prompts to improvise movements inspired by rainforest weather;
- select movements and perform them, making choices about the length of their dance;
- use different speeds in a dance and begin to use these to represent ideas;
- join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest;
- use suggested dance vocabulary;
- evaluate their dance and give ideas for ways to improve their performance;
- perform a combination of suggested movements and own actions, to represent features of the rainforest;
- begin to consider the order in which to perform their chosen movements;
- link movement phrases with some success by considering the order in which to perform them;
- use suggested dance vocabulary to evaluate their dance performance.

### ...some children will be able to:

- use own improvised movements to create a short dance inspired by the layers of the rainforest;
- use different levels in a dance and confidently use these to represent ideas;
- demonstrate their creativity by improvising their own movements that are inspired by rainforest weather;
- perform movements to represent weather changes, making choices and giving reasons for their order and length of the performance;
- use different speeds in a dance and confidently use these to represent ideas;
- join their own movement phrases of different speeds in a thoughtful and considered way, to create a short coherent dance inspired by the animals of the rainforest;
- confidently use suggested dance vocabulary and relevantly link to their own performance;
- confidently evaluate their performance, giving ideas for ways to improve their dance;
- perform mostly their own movements to represent features of the rainforest;
- confidently put their movements in a chosen order to communicate a specific idea or message;
- link movement phrases in a particular order, so that it communicates an idea;
- use dance vocabulary to evaluate their dance performance, using this to consider ways in which to improve it.

## Lesson Breakdown

### 1. Layers and Levels

To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforests.

To create a short dance, inspired by rainforests.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



### 2. Rainforest Weather

To perform dances using a range of movement patterns in the context of creating a dance inspired by the weather in rainforests.

To adapt movement phrases to vary the length of a dance.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



### 3. Fast and Slow

To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforest animals.

To combine movement phrases of different speeds in a dance.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



### 4. Deforestation

To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforests and deforestation.

To use dance vocabulary to evaluate and improve a dance performance.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



### 5. Rainforest Roundup

To perform dances using a range of movement patterns in the context of creating a dance inspired by features of rainforests.

To develop movement phrases to create a dance sequence that represents the rainforest.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



### 6. Rainforest Showcase

To perform dances using a range of movement patterns in the context of creating a dance inspired by features of rainforests.

To use dance vocabulary to improve the sequence and performance of a dance.

#### Resources

[Lesson Pack](#)

Access to the hall or other large space.



# Gymnastics: Shape



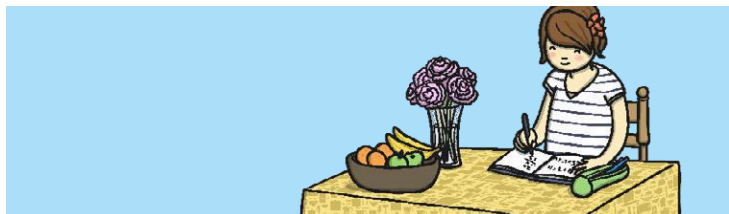
## Cycle A Year 3 /4 PE Scheme of Work Summer Term 1 Indoor

This 'Gymnastics: Shape' unit will teach your class how to make the basic body shapes in gymnastics. The children will make static shapes, shapes in the air, symmetrical shapes and shapes incorporating rhythmic gymnastics apparatus. They will put together sequences involving a variety of body shapes and other gymnastic movement such as jumping. Children will have the opportunity to take part in individual, paired and small group activities. They will be creating and performing routines and sequences in pairs and groups.



### Health & Safety

Check the area for any hazards before beginning the lesson. Gymnastic activities should take place on a clean, non-slip floor and in a warm, well-lit and adequately ventilated space. There should be sufficient space to perform with no protruding objects. Ensure all equipment and apparatus used is checked regularly, in good condition and stable on the floor. Refer to the school's policy for guidance on lifting, carrying and setting up equipment, although guidance is given on how to do this in the Adult Guidance document and in the Lesson Presentations when necessary. Ensure there is enough matting to provide adequate space to carry out the task being undertaken. Mats should be used to undertake rolling activities. Balances should be held for a few seconds only. When jumping and landing, children should be encouraged to bend their knees and land on the balls of their feet to ensure a cushioned and controlled landing. Make sure that all children are appropriately dressed and have bare feet or light plimsolls. Children should never participate in socks on polished surfaces. Warm up at the beginning of every lesson. Cool down and/or stretch at the end of every lesson. Follow your school's risk assessment when teaching PE.



### Home Learning

**Gymnastics; Shape Activities:** This Activity Sheet provides children with a set of six activities/games linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Go to [British Gymnastics](#) for information and news on British Gymnastics as well as how to get started and where to find your local club.

You could arrange for some local gymnasts or coaches to visit your class.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- show some control and coordination when making simple static shapes/positions;
- make basic shapes/positions in the air when taking off from low-level apparatus;
- create short and simple sequences and remember these actions with some accuracy and consistency;
- perform safely, using the apparatus with some confidence;
- copy simple actions with some accuracy;
- know what symmetry means and make symmetrical shapes;
- use the correct words for some of the body shapes/positions and begin to know what must be done to make them;
- begin to analyse the work of others.

### ...most children will be able to:

- show good control and coordination when making simple static shapes/positions;
- make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes when taking off from low-level apparatus;
- create longer and more complex sequences with a partner and remember these actions with accuracy and consistency;
- perform with an awareness of others and use the apparatus confidently and safely;
- copy a variety of actions with accuracy and clarity;
- know what symmetry means; identify and make symmetrical shapes;
- use the correct words for the body shapes/positions and explain what must be done to make them;
- observe, describe and analyse the movements of others using appropriate language.



# Gymnastics: Shape

## **...some children will be able to:**

- show excellent control, coordination and strength when making basic static shapes/positions;
  - make a range of shapes/positions clearly in the air when taking off from the floor and low-level apparatus, landing proficiently;
  - create and perform complex sequences with accuracy, consistency and fluency;
  - perform with confidence, using the space and apparatus with aptitude;
  - copy and create a variety of actions with accuracy and clarity;
  - know what symmetry means; identify lines of symmetry and accurately make symmetrical shapes;
  - use the correct words for the body shapes/ positions and show what must be done to make them;
  - analyse the movements of others using appropriate language and suggesting ways to improve their own and others' performance.
-

# Lesson Breakdown

# Resources

## 1. Static Shapes

To develop flexibility, strength, technique, control and balance.

- I can perform static body shapes.

- Gymnastics mats



## 2. Shapes in the Air

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination.

- I can make body shapes in the air.

- Gymnastics mats
- Benches



## 3. Beanbags and Balls

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination.

- I can carry out rhythmic gymnastics moves.

- Beanbags
- Balls (large balls, foam balls, tennis balls, koosh balls)
- Balloons and/or dance scarves



## 4. Rhythmic Gymnastics

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination.

- I can perform a rhythmic gymnastics routine.

- Large, medium and small sized balls
- Hoops
- Balloons and/or dance scarves
- Music to practise and perform to



## 5. Symmetry

To develop flexibility, strength, technique, control and balance.

- I can create symmetrical shapes.

- Gymnastics mats
- Benches



## 6. Shape Up

To develop flexibility, strength, technique, control and balance.

- I can apply the gymnastics skills I have learnt.

- Music for warm-up
- Gymnastics mats
- Benches
- Balls
- Hoops
- Pencils

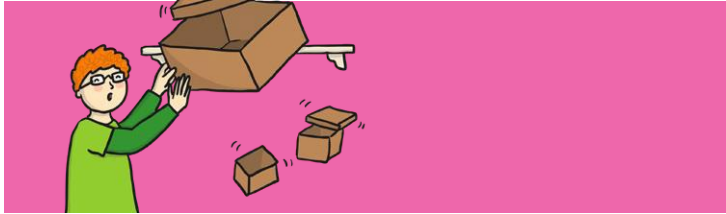


# Striking and Fielding



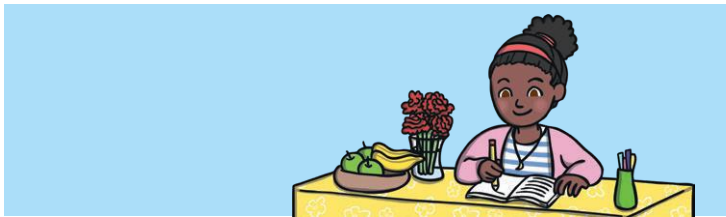
## Cycle A Year 3 /4 PE Scheme of Work Summer Term 1 Outdoor

This 'Striking and Fielding' unit will teach your class the skills players need to play striking and fielding games, such as cricket, rounders, French cricket and Danish longball. The children will learn how to catch and throw across different distances with accuracy. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. Children will develop tactical skills, understanding effective ways to 'run the points'. Children will have the opportunity to design and play a range of mini team games to help them



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

**Striking and Fielding Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

If you have a cricket team, arrange to watch a game, or have some of the players visit your class.

[Chance to Shine](#) has many different resources from coaching cards to posters to use in the classroom.

## Assessment Statements

By the end of this unit...

...all children should be able to:

- catch a ball accurately;
- accurately throw or roll a ball at a target;
- strike a stationary ball in an intended direction;
- begin to understand the importance of warming up;
- begin to identify strengths and areas in which they could improve.

...most children will be able to:

- strike a bowled ball in an intended direction;
- stop a ball using a range of techniques;
- play cooperatively with teammates, making decisions about when to run for points and when to not;
- choose and use a range of simple tactics and strategies when striking and fielding;
- invent rules for striking and fielding games.

...some children will be able to:

- play to, adapt and invent rules for striking and fielding games;
- take responsibility for their own skill progression by suggesting ways to make activities more challenging;
- identify how a specific activity affects their

# Lesson Breakdown

## 1. Careful Catching

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can catch with accuracy.

## Resources

- Beanbags
- Tennis balls
- Variety of small and large balls (including a reaction ball for HA)
- Cricket stumps - 2 sets
- Cones



## 2. Target Practice

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can use an overarm throw to hit a target with accuracy.

- Cones - 5 each
- Tennis balls - 1 each
- Beanbags - 30-40
- Hoops - 8-12
- Stumps - 4-5 sets
- Markers (spots for 'Beanbag Rush')
- Variety of balls (tennis, ping-pong, sponge etc.)



## 3. Successful Striking

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can strike a ball in an intended direction.

- Tennis balls - 1 between 2
- Larger sponge balls/beanbags/ping-pong balls
- Cricket bats - 4-5
- Cricket wickets - 2-3 sets
- Cricket tee cones - 9-12
- Hoops - 2-3



## 4. Fantastic Fielding

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can work cooperatively to field a ball.

- Tennis balls - 1 between 2
- Selection of objects for 'Chain Reaction'
- 2 sets of wickets
- 4 cricket bats
- Cones



## 5. Game Play

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can use striking and fielding skills in a game.

- Large objects for the rhoba
- Cricket bat/tennis rackets - 5/6
- Tennis balls - 5/6



# Dance: Extreme Earth



## Cycle A Year 3 / 4 PE Scheme of Work Summer Term 2 Indoor

**About the Topic:** This 'Dance - Extreme Earth' unit will teach your class a range of different skills linked to the art of dance with the aim of producing an interesting dance phrase to represent a montage of natural disasters. In each session children will explore different areas linked to 'Extreme Earth', including different forms of natural disaster and the effects they have upon people and the world. The children will learn to use improvisation; design their own dance moves; link and combine movements; perform with expression; respond to different stimulus and create and perform a dance phrase applying their newly developed skills. They will develop their skills of co-operation, working both in pairs and small groups to create these movement phrases.



### Health & Safety

(including food allergies) – Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

If you have a dance studio locally, arrange a visit to watch some rehearsals, or have some of the dancers visit your class.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- use the skill of improvisation, responding to stimuli;
- change their movements according to different stimuli;
- combine and link a small number of movement phrases and patterns;
- work co-operatively with a partner and in a small group;
- begin to understand the importance of warming up;
- begin to identify strengths and areas in which they could improve.

### ...most children will be able to:

- use movements to tell a narrative;
- combine and link an increasing number of movement phrases and patterns;
- create fluent movements, using precision and control;
- show an awareness of other's movements, responding accordingly with their own movements;
- evaluate their own performance and suggest ways to improve it.

### ...some children will be able to:

- develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics;
- take responsibility for their own skill progression by suggesting ways to make activities more challenging;
- identify how specific activity affects their body.

# Lesson Breakdown

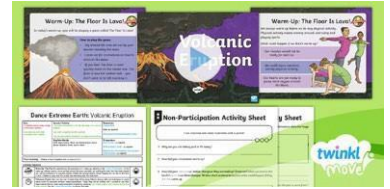
# Resources

## 1. Volcanic Eruption!

To perform dances using a range of movement patterns.

- I can improvise and create movements with a partner.

- Mats (as required)
- [Volcano Eruptions Video](#)



## 2. Rumble and Shake

To perform dances using a range of movement patterns.

- I can create and perform imaginative movements to fit with different stimuli.

- A selection of percussion instruments - e.g. drums, tambourine, triangle, cymbals etc.



## 3. Tsunami!

To perform dances using a range of movement patterns.

- I can develop new actions whilst working in a small group.

- [Tsunamis Video](#)



## 4. Tornadoes!

To perform dances using a range of movement patterns.

- I can show awareness of others when moving.

- [Tornado Destruction Video](#)



## 5. Effects of Natural Disasters

To perform dances using a range of movement patterns.

- I can work with a partner to create and perform a dance to show feelings and emotions.

- None



## 6. Natural Disaster Montage

To perform dances using a range of movement patterns.

- I can work in a group to link actions to create a dance montage.

- Hoops x 4





## Cycle A Year 3 /4 PE Scheme of Work Summer 2 Outdoor

### Introduction

In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills. They will be learning about an effective sprint technique, including sprinting over obstacles. The children will be given opportunities to use a variety of throwing techniques, including the underarm and overarm throws, to throw for distance and for accuracy. They will learn the technique for throwing the shot-put (push throw) and how to execute the standing long jump. Throughout the unit, they will be encouraged to try and achieve their personal best and will be working independently, in pairs and working collaboratively within a group.

### Health & Safety

Check the area for any hazards before beginning the lesson. Ensure all equipment and apparatus used is checked regularly and in good condition. Make sure that all children are appropriately dressed for outdoor athletic activity. Warm up at the beginning and cool down and/or stretch at the end of every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

When hurdling, the obstacles should be capable of collapsing when hit. Make sure they have been set up facing in the correct direction. Avoid hurdling on wet grass.

For the throwing activities, ensure that there is adequate space available and leave plenty of space between throwers. If space is limited, children could throw towards a target or a wall instead. Always throw from the inside to the outside of an area. Make sure the area ahead is clear before throwing and collecting the thrown objects. It may be useful to decide on a command or signal to use with the children so that they know when it is safe to collect their throwing objects. Even though the children will be using soft throwing equipment, such as primary shot-puts, teach the children to get into good habits. Refer to the [Space Mission Adult Guidance](#) for further information about shot-put safety.

For jumping activities, emphasise the importance of landing safely and remind children how to do this. Where possible, use soft surfaces for landing. If working on hard surfaces, jumping should be kept to shorter durations.

### Equipment

Most of the equipment required for each lesson is universally available in every school. However, some more specialist primary athletic equipment (such as foam shot-puts) are required for the throwing-based lessons. If primary shot-puts are not available, please see suggestions of alternative equipment to use in the resources section of the lesson plans.

### Rainy Day Pack

A set of three stand-alone athletics lessons that have been designed to be taught indoors in a sports hall or gym, in the event that it is not possible to teach the athletics lessons outside. The lessons focus on different athletics skills, which can be picked up and taught in any order throughout the Y3 Athletics unit and the pack also includes warm-up and cool-down activities.

### Including children with disabilities in PE

#### Jumping

- Foot positions can be marked over jumps or hurdles to show children where taking off and landing should happen.
- Use canes or ropes on the ground rather than hurdles. Encourage wheelchair users to raise the front wheel(s) to travel over the obstacles.
- Seated young people can push up on the arms of their chairs.
- In the long jump, wheelchair users can use a single double-arm push for distance.

#### Running

- Agree suitable start signals for hearing and visually impaired athletes.

#### Throwing

- Try using a variety of different equipment, such as softballs, beanbags, rubber pom-pom balls, etc.
- Roll or send a ball using a ramp or gutter device.
- Try different ways of throwing, e.g. backwards over the shoulder.
- Thrust ball and kick ball are alternatives to throwing:
  - Thrust ball: Begin by having contact with the ball; use the hands or feet to thrust or push the ball away.
  - Kick ball: Use a kicking action to propel the ball away.
  - Roll or push the ball away from any position; then measure the distance travelled.

### Skills Circuit

This LKS2 Athletics Skills Circuit includes a set of activities that provide the children with the opportunity to practise and apply a range of athletics-based skills linked to their learning. The activities can be done during extracurricular time or as an extra skills practice. Alternatively, they could be set up as a lesson if you have additional time during or at the end of a unit.

### Wider Learning:

Go to [britishathletics.org.uk](http://britishathletics.org.uk) for information and news on British Athletics, as well as how to get started and where to find your local club.

You could arrange for some local athletes or coaches to visit your class.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- practise existing basic running, throwing and jumping skills;
- carry out up to two different jumps, with a safe landing;
- use elements of the correct technique for underarm throwing with some control and accuracy;
- understand the importance of having a good arm and leg action for sprinting;
- use elements of the correct technique for sprinting with some control and efficiency;
- identify and give feedback on one or two elements of the best running technique for sprinting;
- understand the terms lead leg and trail leg and practise using each one in isolation with elements of the correct technique;
- practise maintaining an even stride pattern and length in specific drills and activities;
- run with some coordination and rhythm over obstacles;
- use elements of the correct technique for the standing long jump with some control;
- jump a reasonable distance using a learnt technique;
- compare their jumping abilities to at least three animals;
- execute an underarm throw with some control and accuracy;
- execute an overarm throw with some control and distance;
- with support, choose the best throw to use, depending on the situation;
- identify and execute a two-handed push throw, with some control, accuracy and distance;
- identify and execute a one-handed push throw, with some control, accuracy and distance;
- show some improvement in their ability to throw for accuracy and distance.

### ...most children will be able to:

- apply and try to improve existing running, throwing and jumping skills;
- carry out up to three or more different jumps, with a safe landing;
- use the correct technique for underarm throwing with control and success;
- understand the importance of having a good arm and leg action for sprinting and, with prompts, describe how this is done;
- use an increasingly efficient technique for sprinting;
- identify and give feedback on three or more elements of the best running techniques for sprinting;
- understand the terms lead leg and trail leg and demonstrate elements of the correct technique when running over hurdles;
- demonstrate an increasingly even stride pattern and length when running at speed over hurdles;
- run with increasing coordination and rhythm over obstacles;
- use the correct technique for the standing long jump with control and success;
- jump a good distance using a learnt technique;
- compare their jumping abilities to at least five animals;
- execute an underarm throw with good control and accuracy;
- execute an overarm throw with good control and distance;
- choose the best throw to use, depending on the situation;
- identify, describe and execute a two-handed push throw, with good control, accuracy and distance;
- identify, describe and execute a one-handed push throw, with good control, accuracy and distance;
- show a marked improvement in their ability to throw for accuracy and distance.



## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- confidently apply existing running, jumping and throwing skills in a variety of athletic activities;
- gain good distance when carrying out a range of different jumps, with a safe landing;
- use the correct technique for underarm throwing, with good control, accuracy and success;
- understand the importance of having a good arm and leg action for sprinting and describe how this is done;
- use an efficient technique for sprinting with success;
- identify and give feedback on a range of different elements of the best running techniques for sprinting;
- understand the terms lead leg and trail leg and demonstrate a sound technique when running over hurdles;
- demonstrate an even stride pattern and length when running at speed over hurdles;
- run with good coordination and rhythm over obstacles;
- use an effective technique for the standing long jump with good control and success;
- jump an outstanding distance using a learnt technique;
- compare their jumping abilities to more than five animals;
- consistently execute an underarm throw with excellent control, accuracy and success;
- consistently execute an overarm throw with excellent control, success and distance;
- choose the best throw to use depending, on the activity and successfully use these in a range of different situations;
- identify, describe and execute a two-handed push throw, with excellent control, accuracy and distance;
- identify, describe and execute a one-handed push throw, with excellent control, accuracy and distance;
- show a significant improvement in their technique and ability to throw for accuracy and distance.

## Lesson Breakdown

### 1. The Basics

To use running, jumping, throwing and catching in isolation and in combination.

To practise and refine existing running, jumping and throwing skills.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Skipping ropes/chalk
- Tennis balls
- Beanbags/quoits



### 2. Super Sprinting

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To sprint effectively.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Beanbags
- Whistle



## Lesson Breakdown

### 3. Heroic Hurdling

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To run over hurdles.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Low-level hurdles



### 4. Jumping Animals

To use running, jumping, throwing and catching in isolation and in combination.

To jump for distance.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Skipping ropes
- Tape measures



### 5. Thorough Throwing

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To develop and refine different throwing techniques.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Beanbags
- Tennis balls
- Hoops
- Cones
- Tape measures
- A variety of different sized balls
- Shuttlecocks
- Quoits



### 6. Push Throw Space Mission

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To learn different push throw techniques.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Netballs
- Cones
- Hoops
- Beanbags
- Primary shot-puts (beanbags can be used as an alternative)
- Tape measures





# Gymnastics: Movement



## Cycle B Year 3 / 4 PE Scheme of Work Autumn Term 1 Indoor

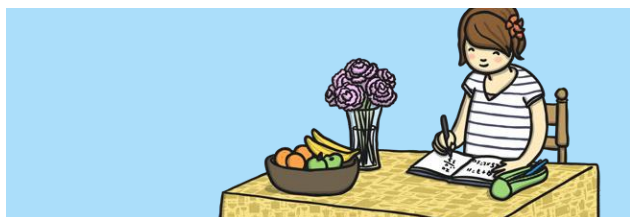
This Gymnastics: Movement unit will teach your class how to perform a variety of floor and vault movements. The children will learn straight jump full turns, cat leap half turns, straddle rolls, lunges into cartwheels and the straddle on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines, performing individually and as part of a small group.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE.

See **Teacher Guidance: Health and Safety** for additional health and safety information.



### Home Learning

**Gymnastics Movement Activities:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs may work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics.

Find out if there are any gymnastics competitions you can enter.

The Key Steps Programme is a good introduction to competitive gymnastics.

[www.british-gymnastics.org](http://www.british-gymnastics.org)

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe the new movements learnt in the unit;
- perform recognisable movements, e.g. a forward roll that looks like a forward roll;
- describe how their performance has improved over the lesson;
- link a series of different movements together to form a short routine;
- practise and refine their own movements independently showing awareness of others around them.

### ...most children will be able to:

- describe how to perform the new movements learnt in the unit;
- perform movements that show good understanding and control of the key skills needed;
- describe what they have done or changed in order to better their performance during a lesson;
- link a series of movements together to create a longer sequence;
- practise and refine their own movements and 'spot' and advise others around them.

### ...some children will be able to:

- describe how the new movements learnt in the unit fit into a series of progression;
- perform movements to a high standard and link multiple movements competently, e.g. a sequence of three forward rolls;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link a series of movements together while demonstrating awareness of style and space to create maximum effect;
- practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities.

# Lesson Breakdown

## 1. Jumps and Leaps

Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.

- To perform a range of jumps and leaps.

## 2. Rolls

Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.

- To perform a straddle forward roll and a backward roll to straddle correctly.

## 3. Vaulting

Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.

- To perform a straddle on vault correctly.

## 4. Round-Offs

Develop flexibility, strength, technique, control and balance by learning and performing a lunge into cartwheel.

- To perform a lunge into cartwheel correctly.

## 5. Linking Movements

Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.

- To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.

## 6. Performance

Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence.

- To work in a small group to create and perform a gymnastics sequence with a theme.

# Resources

- Hoops – for warm-up activity
- Mats
- Markers or chalk -if required
- Agility tables or benches

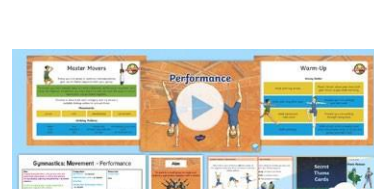
- Mats
- Foam wedges – if required/ available

- Four to six balls for warm-up activity
- Mats
- Markers
- Agility tables or benches
- Stopwatches (for extra time activity) – if required

- Mats
- Masking tape or markers – if required

- Mats
- Springboard and Vaulting box – if required
- Skipping ropes for warm-up activity

- Music (if required)
- Mats





## Cycle B Year 3 /4 PE Scheme of Work Autumn Term 1 Outdoor

### Introduction

This OAA unit covers a range of fundamental skills needed for outdoor adventurous activities, including teamwork, problem-solving, communication and orienteering. During the unit, children will be given the opportunity to complete a range of different activities, including scavenger hunts, blindfolded challenges, map reading and map drawing exercises. They will improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing a simple orienteering exercise. In the final lesson of the unit, they will work with others to prepare a simple orienteering course and then have a go at completing orienteering courses that their peers have designed. There is a high focus on cooperation, communication and teamwork throughout the outdoor adventurous activities unit.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. As with all activities, it is important that health and safety and risk assessments are undertaken beforehand. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Outdoor and adventurous activities are ideal for including all pupils, often with minimal or zero adaptations needed. In many activities, pupils can all work together at a level appropriate to their individual needs.

However, here are a list of considerations, suggestions and adaptations for activities and tasks to facilitate the inclusion of children with disabilities in OAA:

- Consider using sound, touch or different colours, to help pupils with navigation around trails and orienteering courses.
- Consider using different forms of communication, for pupils to have full access to tasks, e.g. verbal prompts.
- Alternative routes for orienteering may need to be considered, e.g. wheelchair routes or stable ground for pupils with walking aids.
- Assign pupils specific roles within a group, such as scribe, reporter or observer. This ensures all pupils can be fully involved and they can also help to keep pupils focused.
- Shorter distances or smaller areas may make activities easier.
- Start pupils at different times or from different places.
- Vary the speed of the activity, e.g. asking everyone to walk.
- Suggest that everyone closes their eyes in certain activities; ensure safety at all times.
- Use a buddy system where one pupil helps to facilitate an activity for another, e.g. as a guide for a visually impaired child.

### Home Learning

#### OAA Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Find out more about orienteering in schools by visiting the [British Schools Orienteering](#) website. There is also lots of useful information on the [British Orienteering](#) website.

To locate your nearest club, use the British Orienteering website [club finder](#).

[Xplorer](#) is a fun navigation challenge that can be done in a local park and is something that the whole family can enjoy together. It involves both physical activity and decision making, as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area, while being educational at the same time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- answer simple questions about what OAA involves;
- demonstrate elements of effective teamwork, sometimes working well as part of a team;
- demonstrate elements of effective teamwork to complete a scavenger hunt;
- demonstrate elements of effective teamwork to create a scavenger hunt;
- demonstrate elements of effective communication and can sometimes work well as part of a team;
- sometimes solve problems by working well as part of a team;
- demonstrate elements of effective teamwork to create an obstacle course that tests agility, coordination and balance;
- give simple directions to guide a partner or teammates, with some success;
- sometimes demonstrate elements of good listening and following of directions during team activities;
- sometimes complete challenges successfully as part of a team;
- understand at least one feature of a map;
- with support, orientate a map;
- with support, thumb a map;
- with guidance, follow a simple map;
- identify a control marker, control point and control card;
- work with others to take part in an orienteering exercise;
- name and demonstrate at least two different sporting qualities;
- with guidance, draw a simple mini orienteering map;
- with guidance, set up at least two control markers and add them to a map.

### ...most children will be able to:

- talk about what OAA involves;
- demonstrate a range of elements of effective teamwork, generally working well as part of a team;
- demonstrate effective teamwork to complete a scavenger hunt;
- demonstrate effective teamwork to create a scavenger hunt;
- communicate effectively and generally work well as part of a team;
- usually solve problems by working well as part of a team;
- demonstrate effective teamwork to create an obstacle course that tests agility, coordination and balance;
- give a range of different, easy-to-follow directions to guide a partner or teammates successfully;
- demonstrate effective listening and following of directions during team activities;
- usually complete challenges successfully as part of a team;
- understand and talk about at least two different features of a map;
- orientate a map;
- thumb a map;
- follow a simple map;
- identify a control marker, control point and control card and explain what they are;
- work with others to complete an orienteering exercise;
- name and demonstrate at least three different sporting qualities;
- draw a simple mini orienteering map;
- set up four control markers and add them to a map.

## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- talk in detail about what OAA involves;
- demonstrate excellent teamwork and play an instrumental part in the team, often taking the lead and helping others;
- demonstrate effective teamwork to complete a scavenger hunt with excellent success;
- demonstrate effective teamwork to create a scavenger hunt, showing clearly that they have followed the different tips when designing a scavenger hunt;
- communicate effectively and play an instrumental part in the team, often taking the lead and helping others;
- always work well as part of a team to solve problems effectively;
- demonstrate effective teamwork to create an obstacle course that tests agility, coordination and balance, altering it successfully when challenged to do so;
- give a range of different, complex, easy-to-follow directions to guide a partner or teammates successfully;
- demonstrate excellent listening skills and following of directions during team activities;
- always complete the challenges successfully as part of a team;
- understand and talk confidently about the different features of a map;
- orientate a map with confidence and support others to do this;
- thumb a map with confidence and support others to do this;
- follow a simple map confidently and support others to do this;
- identify a control marker, control point and control card and give detailed definitions as to how they are used in orienteering;
- work with others to ably complete an orienteering exercise;
- name and demonstrate four or more different sporting qualities;
- draw a simple mini orienteering map with accuracy and support others to do this;
- set up four or more control markers in suitable locations and add them to the map with accuracy.

## Lesson Breakdown

### 1. Scavenger Hunts

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To work together with others on different scavenger hunt activities.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Clipboards
- Pens/pencils (to fill out the scavenger hunt sheets)



### 2. Teamwork and Problem-Solving

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To work with others, developing problem-solving skills.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Blindfolds
- 15m lengths of rope
- (or skipping ropes)
- A range of equipment, e.g. hoops, cones, beanbags, skipping ropes, sequencing spots, hurdles, tennis rackets, tennis balls





## Lesson Breakdown

### 3. Blindfolded Challenges

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To communicate effectively with others to complete blindfolded challenges.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Hoops
- Blindfolds
- Cones
- Different coloured bibs
- Large parachute



### 4. Map Reading

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To read, follow and understand maps.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Skipping ropes



### 5. Mapping the Stars

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To take part in an orienteering exercise.

To demonstrate different sporting values and qualities.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Sticky tack
- Red pens
- Writing implements



### 6. Outstanding Orienteering

To take part in outdoor and adventurous activity challenges both, individually and within a team.

To set up a simple orienteering course for others to follow.

To navigate around space with growing confidence.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Hoops
- Paper
- Pencils
- Clipboards
- Red pens/pencils
- Sticky tack



# Dance: The Romans



## Cycle B Year 3 / 4 PE Scheme of Work Autumn Term 2 Indoor

This Y4 Dance Romans unit will teach your class a variety of dance techniques, taking inspiration from the topic of the Romans. Children will draw on their knowledge of the Roman Empire including Roman soldiers, the Colosseum, Pompeii and Roman festivals. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles to represent and communicate ideas about the Roman time period. Children will learn to dance in unison and in canon and will discover how to use expression in their dancing in order to fit the mood of a performance.



### Health & Safety

Check the playing area/hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

**The Romans Dance Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Contact a local history group and ask them to lead a learning session about the Romans. Use the knowledge gained to plan a new dance.

Use this [Unit Pack](#) to teach children all about the Romans.

Teach your children about Roman numerals with this [PowerPoint](#).

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- follow instructions to perform actions;
- perform actions to communicate ideas;
- copy an action and explain how it communicates an idea;
- put actions together to tell a story;
- perform suggested movement phrases to communicate ideas;
- perform a number of movement phrases in a longer dance;
- perform suggested movement phrases with their group;
- perform a number of movement phrases in unison and canon within a group;
- show awareness of control when performing;
- perform suggested movement phrases to communicate ideas;
- evaluate movement phrases ready for performance.

### ...most children will be able to:

- perform actions to communicate ideas;
- combine actions to create a longer dance;
- develop actions to communicate ideas;
- perform some actions with expression;
- develop movement phrases to communicate ideas;
- link different movement phrases in a longer dance;
- link different movement phrases, performing in unison and canon with the rest of their group;
- perform with increased precision and control;
- evaluate and improve movement phrases ready for performance.

### ...some children will be able to:

- perform actions with appropriate expression;
- develop well-chosen and creative actions to communicate different ideas;
- perform a full dance, expressing a range of emotions throughout;
- use different levels and travelling actions in different movement phrases;
- combine movement phrases smoothly to create a cohesive dance;
- lead their group in developing movement phrases to communicate ideas;
- develop and perform movement phrases in unison and canon, being aware of the other members of their group;
- show precision and control throughout their performance;
- evaluate and improve movement phrases ready for performance, ensuring that all movement phrases can be performed smoothly, with precision and control.

# Lesson Breakdown

## 1. Roman Round-Up

To perform dances using a range of movement patterns in the context of the Roman Empire.

- To combine and perform movement phrases to represent facts about the Roman Empire.

## Resources

- [Lesson Pack](#)
- Access to the hall or other large space.



## 2. Roman Invasion

To perform dances using a range of movement patterns in the context of the Roman army.

- To compose and perform movement sequences with expression.

- [Lesson Pack](#)
- Access to the hall or other large space.



## 3. The Colosseum

To perform dances using a range of movement patterns in the context of the Roman Colosseum.

- To link and combine movement phrases.

- [Lesson Pack](#)
- Access to the hall or other large space.



## 4. Pompeii

To perform dances using a range of movement patterns in the context of the burial of Pompeii following the eruption of Vesuvius.

- To work as part of a group to develop a longer dance that tells the story of Pompeii.

- [Lesson Pack](#)
- Access to the hall or other large space.



## 5. Feasts and Festivals

To perform dances using a range of movement patterns in the context of the Roman festival of Saturnalia.

- To perform a dance with precision and control.

- [Lesson Pack](#)
- Access to the hall or other large space.
- Music for the cool-down.



## 6. Roman Revue

To perform dances using a range of movement patterns in the context of the Roman Empire.

- To compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work.

- [Lesson Pack](#)
- Access to the hall or other large space.
- An audience where possible (another class, the whole school or parents).

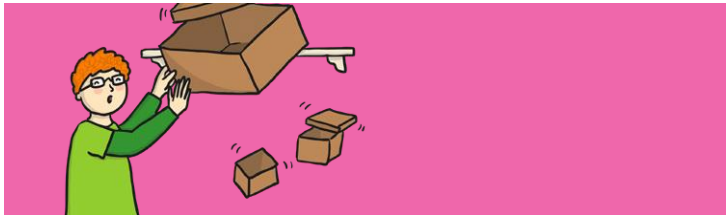


# Invasion Games



## Cycle B Year 3 /4 PE Scheme of Work Autumn Term 2 Outdoor

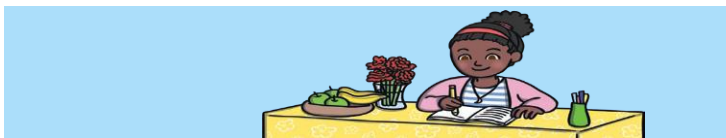
This 'Invasion Games' unit will recap on many of the essential and universal skills needed to play a range of invasion games, such as dodging, dribbling, passing and marking an opponent. It focuses specifically on attacking and defending skills, such as fake dodging, interception and goalkeeping and the children will also develop their understanding of both attacking and defending strategies of invasion games and working as a team. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of competitive team games to enable them to practise and improve their skills.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Follow your school's risk assessment when teaching PE.

For hockey based skills and activities: Make sure the children don't raise their sticks above head height and remind them to check the area around them is clear before pushing the ball. Ideally, children use a 'Quicksticks' hockey ball, which is oversized and lightweight and has been designed for playground use, which means that shinpads and gum shields are not required. When playing hockey indoors, a softer ball is advised.



### Home Learning

**Invasion Games Activities:** This Activity Sheet provides children with a set of six activities/games linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Research a variety of invasion games and find out more about how you can get involved outside of school by visiting the following websites:

[Football](#)

[Hockey](#)

[Netball](#)

[Basketball](#)

## Assessment Statements

By the end of this unit...

...all children should be able to:

- demonstrate knowledge and understanding of the reasons for warming up and cooling down;
- move in multiple directions in isolation and sometimes in a game situation;
- use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation;
- dribble with the ball using different techniques;
- occasionally look up when dribbling with the ball;
- pass the ball with some control and accuracy;
- receive a ball that is passed directly to them, demonstrating some control;
- mark an opposition player with some success in a game;
- show understanding of what it means to intercept the ball and demonstrate they are able to get into a position to be able to

...most children will be able to:

- show knowledge and understanding of the reasons for warming up and cooling down;
- move in multiple directions at speed and with some success in a game situation;
- change direction quickly (dodge) and feint a move, using a low body position, and apply this with some success in a game situation;
- dribble with the ball using different techniques, demonstrating control and speed;
- look up when dribbling while keeping good control of the ball;
- pass the ball with control and accuracy over a range of distances;

- move to receive a ball that is passed to them with good control;
- mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time;
- at times, anticipate where and when the ball will be passed and get into a position to be able to intercept it;
- show an understanding of the job and some of the skills needed to be a goalkeeper and use different

**...some children will be able to:**

- move in multiple directions with speed and agility and apply it effectively in a game situation;
- feint and dodge, using good footwork and the correct body position and apply this skill effectively in a game situation;
- confidently dribble with the ball using a range of techniques demonstrating control, fluency and speed;
- look up and change speed and direction while keeping good control of the ball;
- use both feet to pass the ball with control and accuracy and vary the weight of the pass according to the distance;
- take two touches to receive and pass the ball, with excellent control and accuracy;
- mark an opposition player so effectively that they are 'marked out of the game', i.e. is not able to contribute towards their team when in attack;
- read the game and anticipate the opposition's moves well to frequently be able to intercept a pass and win back possession of the ball;
- list and effectively perform a variety of skills needed for a goalkeeper, including anticipation, the 'keeper ready position', good reactions, quick feet and

# Lesson Breakdown

## 1. Universal Skills

To develop flexibility, strength, technique, control and balance.  
To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending the context of invasion games.

- To practise common skills needed for invasion games.

## Resources

- Cones
- Large foam balls
- Bibs
- Stopwatches
- Beanbags
- Hoops



## 2. Dribbling Skills and Drills

To develop flexibility, strength, technique, control and balance in the context of dribbling techniques used in invasion games.

- To use a range of techniques to move with the ball.

- Cones
- Basketballs
- Netballs
- Rugby balls
- Hockey balls
- Footballs
- Tennis balls
- Tennis rackets
- Cricket bats
- Hockey sticks



## 3. Passing Skills and Drills

To develop flexibility, strength, technique, control and balance in the context of passing technique in football.

- To pass and receive a football with increasing accuracy and success.

- Cones
- Footballs



## 4. Attacking Skills and Drills

To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking skills and strategies in invasion games.

- To use and understand attacking skills and strategies.

- Footballs
- Cones
- Bibs



## 5. Defending Skills and Drills

To develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of defending skills and strategies for invasion games.

- To use and understand defending skills and strategies.

- Footballs
- Cones
- Bibs



## 6. Goalkeeping Skills and Drills

To develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of goalkeeping, attacking and defending in football.

- To use goalkeeping skills and strategies to protect a goal.
- To use attacking and defending skills in a game.

- Footballs
- Foam balls
- Cones
- Bibs





## Cycle B Year 3 /4 PE Scheme of Work Spring Term 1 Indoor

### Introduction

This Y4 Circuit Training unit will allow your class to focus on different types of exercise, participating in a range of activities that focus on the upper body, lower body and core muscles. Children will learn about aerobic and anaerobic exercise and will be asked to continually consider the benefits gained through participating in these. The skills are taught in an engaging and motivational manner, with children initially completing four focused mini circuits before taking part in two full circuits. They will be encouraged to keep score to get a personal baseline for each exercise and to set individualised targets to reach a goal.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment to be used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Wider Learning

Contact a local gym and invite a trainer in to run a circuit training session.

Children could develop their own mini circuits and share them with other groups.

### Home Learning

#### Circuit Training Home Learning Tasks

This activity sheet provides children with a set of six fun activities linked to their learning. Activities can be completed with a family member or friend at home or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- follow instructions and act on advice to complete a set of exercises;
- identify the way they feel after exercise;
- identify the parts of the upper body and participate in simplified exercises that use their upper body muscles;
- identify the parts of the lower body and participate in simplified exercises that use their lower body muscles;
- identify the core muscles and participate in simplified exercises which use these muscles;
- participate in a range of simplified exercises;
- with discussion, set own targets for improvement;
- keep score and notice how they are progressing towards their personal targets.

#### ...most children will be able to:

- follow instructions to complete a set of exercises;
- describe the different effects of aerobic and anaerobic exercise;
- identify the parts of the upper body and participate in exercises that use their upper body muscles;
- identify the parts of the lower body and participate in exercises which use their lower body muscles;
- identify the core muscles and participate in exercises which use these muscles;
- participate in a range of exercises;
- set their own realistic targets for improvement;
- notice how they are progressing towards their personal targets and try hard to reach them.

#### ...some children will be able to:

- give advice to others on how to complete a set of exercises;
- explain the different effects of aerobic and anaerobic exercise;
- identify the parts of the upper body and participate in more challenging exercises that use their upper body muscles;
- identify the parts of the lower body and participate in more challenging exercises that use their lower body muscles;
- identify the core muscles and participate in more challenging exercises which use these muscles;
- participate in a range of more complex exercises;
- set their own realistic targets for improvement, considering how they can improve in each exercise;
- notice how they are progressing towards their personal targets and develop specific plans to attempt to reach them.

# Lesson Breakdown

## 1. Exercise Effects

To develop flexibility, strength, technique, control and balance in the context of aerobic circuit training activities.

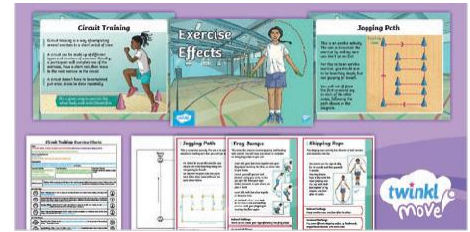
To understand the effects of aerobic and anaerobic exercise on the body.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.
- Cones
- Skipping ropes



## 2. Upper Body Exercises

To develop flexibility, strength, technique, control and balance in the context of upper body circuit training exercises.

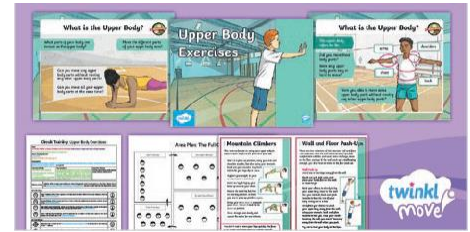
To recognise the benefits of exercise on the upper body.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.



## 3. Lower Body Exercises

To develop flexibility, strength, technique, control and balance in the context of lower body circuit training exercises.

To recognise the benefits of exercise on the lower body.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.
- Bench or step



## 4. Core Exercises

To develop flexibility, strength, technique, control and balance in the context of circuit training exercises focused on the core muscles.

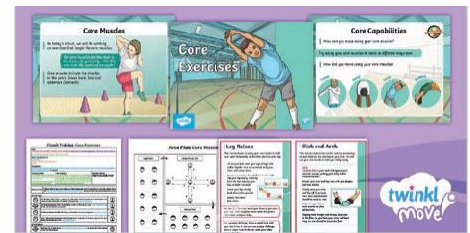
To recognise the benefits of exercise on the core muscles.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.
- Cones



## 5. Setting Targets

To compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of setting personal targets for different circuit training exercises.

To set personal targets for exercise.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.
- Cones
- Skipping Ropes
- Benches or steps
- Timers
- Pencils



## 6. Personal Best

To compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of aiming for personal targets for different circuit training exercises.

To improve performance in order to reach personal targets.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space.
- Cones
- Skipping ropes
- Benches or steps
- Timers
- Pencils







## Cycle B Year 3 /4 PE Scheme of Work Spring Term 1 Outdoor

### Introduction

This Hockey unit will equip your class with the basic skills needed to play hockey. The children will learn how to pass, receive and travel with the ball, as well as learning about tackling and penalty shuffles. They will develop their understanding of the principles of attacking and defending in invasion games. Children will have the opportunity to take part in individual, paired and small group activities as well as play a range of team games to enable them to practise and improve their skills.

### Wider Learning

Find out more about playing hockey in primary schools by visiting [England Hockey](#).

### Health & Safety

Check the area for any hazards before beginning the lesson. Ensure all equipment and apparatus used is age appropriate, checked regularly and in good condition. Make sure that all children are appropriately dressed for outdoor athletic activity, including appropriate footwear. Warm up at the beginning and cool down and/or stretch at the end of every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

In hockey, players are allowed to lift their stick during a game, if it is done in a controlled manner and not harmful to an opponent. It is important to explain that the stick should not be raised without direct ball contact, such as to pass the ball.

You cannot touch, play or obstruct other players' sticks with your own, nor is intentional swinging with the stick, especially above shoulder height, allowed, as it is considered dangerous.

Children should be using an oversized and lightweight hockey ball that has been designed for playground use, such as a Quicksticks ball. This means that shin pads and mouthguards are not required. However, you (as the person responsible) may still recommend that shin pads and mouthguards be worn. When playing indoors, a softer ball is advised.

**Quicksticks** is a fun, safe and exciting game aimed at 7-11 year olds. It has been designed so that anyone can deliver the game, regardless of previous hockey experience. It is played on any surface, and uses a larger, lighter and safer ball.

### Including children with disabilities in PE

Hockey can be adapted for any ability. Below are some suggestions of ways in which games and activities can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Use Quicksticks balls or lighter, adapted balls as and when needed.
- There are hockey sticks available with pictures on to help with knowing where to place hands.
- Lighter plastic hockey sticks can be easier to handle; if used with lighter balls, these can make it easier to push the ball.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level, such as introducing tackle-free zones.
- **Zone hockey** is an adapted version of indoor hockey that enables players who have different abilities to play hockey together.
- Allow children to work together on adapting activities, where necessary.

### Skills Circuit

This Hockey Skills Circuit includes a set of activities that provide the children with the opportunity to practise and apply a range of hockey skills linked to their learning. The activities can be done during extracurricular time or as extra skills practice. Alternatively, it could be set up as a lesson if you have additional time during or at the end of a unit.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- with support, hold the hockey stick correctly for pushing and stopping the ball;
- push the ball with some accuracy, using elements of the correct technique;
- stop and control the ball effectively, using elements of the correct technique;
- use elements of the correct body position for forehand dribbling with some efficiency;
- keep some control of the ball while dribbling;
- change direction with the ball with some control at a walking pace;
- begin to use the correct technique for the Indian dribble while stationary and on the move;
- change direction with the ball with some control at a walking pace;
- dribble past a passive defender or opponent at a

walking pace;

- use elements of the correct technique for tackling safely with some success;
- know and carry out some of the rules for tackling safely;
- use different hockey skills in a game with some success;
- demonstrate some accuracy when aiming for a target a short distance away;
- know how to take a penalty shuffle and learn how to do this successfully;
- sometimes use attacking and defending skills to contribute towards the success of their team;
- know and follow some of the basic rules for hockey;
- evaluate their own performance and suggest improvements with support.

### ...most children will be able to:

- hold the hockey stick correctly for pushing and stopping the ball;
- usually push the ball with accuracy, using the correct technique;
- usually stop and control the ball effectively, using the correct technique;
- use the correct body position for forehand dribbling with efficiency;
- usually keep control of the ball while dribbling;
- change direction with the ball with good control at a walking pace;
- generally use the correct technique for the Indian dribble while stationary and on the move, with some efficiency and success;
- change direction with the ball with good control at a walking pace;
- dribble past a passive defender or opponent with

increasing speed and efficiency;

- generally use the correct technique for tackling safely, with increasing success;
- know and carry out most of the rules for tackling safely;
- use a range of different hockey skills in a game with increasing efficiency and success;
- usually demonstrate accuracy when aiming for a target a medium distance away;
- know how to take a penalty shuffle and sometimes do this successfully;
- use a range of attacking and defending skills to contribute towards the success of their team;
- know and follow most of the basic rules for hockey;
- evaluate their own performance, sometimes suggesting appropriate improvements.

### ...some children will be able to:

- hold the hockey stick correctly for pushing and stopping the ball and demonstrate these skills well and consistently;
- consistently push the ball with excellent accuracy and control, using the correct technique;
- consistently stop and control the ball using 'soft hands' and the correct technique;
- use the correct body position for fast and efficient forehand dribbling;
- consistently keep control of the ball while dribbling at a range of different speeds and when changing direction of travel;
- change direction with the ball with good control at a jogging pace;
- use the correct technique for the Indian dribble and begin to do this with increasing speed, efficiency and success;
- change direction with the ball with good control at a jogging pace;

- dribble past a defender or opponent with increasing speed and efficiency;
- consistently and effectively use the correct technique for tackling safely;
- know and carry out all the rules for tackling safely;
- use a range of different hockey skills in a game with great efficiency and success;
- consistently demonstrate accuracy when aiming for a target a longer distance away;
- know how to take a penalty shuffle and sometimes can do this successfully;
- can perform and apply a variety of attacking and defending skills competently and confidently, to contribute towards the success of their team;
- know and follow all of the basic rules for playing hockey;
- evaluate their own performance, suggesting thoughtful and appropriate ways to improve.

# Lesson Breakdown

## 1. Passing and Receiving

To develop flexibility, strength, technique and balance in the context of passing and receiving in hockey.

To pass and receive the ball in hockey.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as quicksticks balls
- hockey sticks



## 2. Moving with the Ball

To develop flexibility, strength, technique and balance in the context of passing and receiving in hockey.

To dribble with the ball in hockey.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as quicksticks balls
- hockey sticks
- hoops



## 3. Getting Past an Opponent

To develop flexibility, strength, technique and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of dribbling in hockey.

To learn the technique for the Indian dribble.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as quicksticks balls
- hockey sticks



## 4. Tackling

To develop flexibility, strength, technique, control and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of tackling in hockey.

To know how to tackle an opponent.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as quicksticks balls
- hockey sticks
- bibs



## 5. It's a Goal!

To develop flexibility, strength, technique, control and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of tackling in the context of taking penalty shuffles in hockey.

To aim for a target.

To take a penalty shuffle.

### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as quicksticks balls
- hockey sticks



## Lesson Breakdown

### 6. Using Your Skills

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of playing in a mini hockey tournament.

To apply the hockey skills I have learnt in a game.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- cones
- a range of different sized balls
- junior hockey balls, such as Quicksticks balls
- hockey sticks



# Badminton



## Cycle B Year 3 /4 PE Scheme of Work Spring Term 2 Outdoor

This Y4 Badminton unit will teach your class a variety of different net and wall techniques, using badminton as the specific focus. The skills are taught in an engaging and motivational manner, with children learning progressively to put together racket skills, footwork steps and attack and defence skills to use in a full match. Children will learn different attack and defence shots and will discover how to use the court or playing space to give them the best chance of scoring points and defending their space.

### **Health & Safety**

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### **Including children with disabilities in PE**

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Using balloons allows more reaction time.
- Send and receive the shuttlecock by throwing and catching before using a racket.
- A short handle racket can allow better manipulation and a larger racket face can make the shuttlecock easier to hit.
- Not using a racket at all and just using the hand can make it easier to hit the shuttlecock.
- Using a larger shuttlecock may make it easier to strike.
- A larger playing area will give players more time and space to move.
- Removing a net or barrier may improve success rate.
- Using a brightly coloured shuttlecock or a balloon with a bell inside it may help students with visual impairment.

### **Home Learning**

#### **Badminton Home Learning Tasks**

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### **Wider Learning**

Contact a local badminton group and ask them to speak to the children about the game or to lead a session on badminton techniques.

Children could watch competitive badminton matches, including singles and doubles, and look for any skills being used that they have learnt.

### **Assessment Statements**

By the end of this unit...

#### **...all children should be able to:**

- use a badminton racket to balance a shuttlecock;
- use a forehand or backhand grip to control a balloon;
- use a forehand or backhand grip to strike a balloon or shuttlecock;
- begin to use a badminton racket to hit a shuttlecock in a particular direction;
- strike a shuttlecock in different ways, altering the distance the shuttlecock travels;
- use running and chasse steps to move around a space;
- adopt the ready position but may need reminding;
- attempt a badminton serve with some success;
- attempt a rally with a partner;
- attempt an attacking shot during a rally;
- position themselves in a defensive stance when prompted;
- perform a block shot using a balloon;
- compete in a badminton game;
- attempt to use attacking and defensive shots;
- evaluate own performance in a badminton game.

### **...most children will be able to:**

- use a forehand grip with a badminton racket to control a balloon;
- use a backhand grip with a badminton racket to control a balloon;
- use a badminton racket to strike a shuttlecock;
- give consideration for which grip to use (forehand or backhand grip) to strike a shuttlecock;
- control a badminton racket to send a shuttlecock in a particular direction;
- strike a shuttlecock in different ways, to alter the distance the shuttlecock travels, with increasing accuracy;
- give consideration for which step to use (running step or chasse step) to move across a space;
- adopt the ready position and identify the importance of this;
- return to a centre point but may need prompting and understand the reasons for doing this;
- use a serve to start a rally, with some control;
- maintain a rally, with some success;
- confidently use an attacking shot to score a point;
- independently position themselves in a defensive stance to face an attacking shot;
- attempt a block shot in order to return a smash shot;
- perform a badminton serve;
- use attacking and defensive skills in a game;
- evaluate own performance and attempt to improve their skills in a badminton game.

### **...some children will be able to:**

- confidently use a forehand grip with a badminton racket to control a balloon;
- confidently use a backhand grip with a badminton racket to control a balloon;
- confidently use a badminton racket to strike a shuttlecock in an intended direction;
- confidently use different grips depending on the approach of a shuttlecock toward them;
- control a badminton racket to send a shuttlecock in a particular direction with accuracy;
- strike a shuttlecock in different ways, to determine the distance the shuttlecock travels;
- confidently use quick reaction times to move across the space in different ways;
- use the ready position instinctively, to gain advantage in their game;
- consistently return to a centre point and explain why this can be important;
- confidently and successfully serve a shuttlecock in an intended direction;
- confidently and consistently maintain a rally;
- confidently use an attacking shot to score a point;
- independently choose the appropriate attacking shot to use, in order to score points;
- correctly identify when to position themselves in the defensive stance and do this independently;
- know when to perform a block shot when defending and use it in appropriate situations;
- purposefully use a range of attacking and defensive techniques and skills in a full badminton game;
- confidently serve using the appropriate technique;
- successfully identify areas to improve in their own performance and specifically work on these areas in a badminton game.

## Lesson Breakdown

### 1. Racket Skills

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing racket skills for badminton.

- To use a badminton racket to control an object.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 2. Accuracy and Aim

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing racket skills for badminton.

- To use a badminton racket to strike a shuttlecock with accuracy and control.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 3. Footwork

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing footwork skills for badminton.

- To use different footwork to move across a space.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 4. Serve, Rally, Attack!

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of using a badminton racket to control a shuttlecock in order to score points.

- To use a badminton racket to control a shuttlecock in order to score points.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Shuttlecocks



### 5. Defending

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of using defensive techniques in badminton.

- To defend against an opponent scoring a point.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Shuttlecocks
- Balloons if needed



### 6. Match Point!

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of playing in a badminton match.

- To compete in a full badminton match.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Cones
- Shuttlecocks
- Balloons if needed



# Dance



## Cycle B Year 3 / 4 PE Scheme of Work Spring Term 2 Indoor

This Y4 Dance Carnival of the Animals unit will teach your class a variety of dance techniques, taking inspiration from Carnival of the Animals by Camille Saint-Saëns. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles to represent the different animals featured in the piece of music. Children will learn to dance in unison and in canon and will discover how to use dynamics in their dancing in order to fit the mood and the tempo of a piece of music.

\* The version of Carnival of the Animals referred to in this lesson can be found [here](#). Teacher Note - Please check that the content in this link/links, including any comments, is suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third party websites.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

**Carnival of the Animals Dance Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Contact a local dance group and ask them to lead an improvisation session for a different section of Carnival of the Animals.

Children could develop a whole class performance for the entire length of Carnival of the Animals, with different groups leading different sections.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- move in canon with a partner;
- mimic an animal's movements;
- imitate a lion's actions to music;
- show awareness of control when performing;
- mimic the actions of a kangaroo in a partner dance;
- match the speed of their dance to the speed of the music;
- recognise the timing of the sounds in a piece of music;
- work with a group to move their body in time with the music;
- work with a group to plan a dance that fits the music;
- deliberately use at least two different dance techniques in their dances.

#### ...most children will be able to:

- move in unison and canon with a partner;
- use dynamics to represent the way an animal moves;
- improvise actions to represent a lion in response to music;
- perform with increased precision and control;
- improvise actions to represent a kangaroo in response to music;
- demonstrate a beginning grasp of performing a dance where the dynamics match the tempo of the music;
- perform a dance in time to music;
- work with a group to choreograph a dance that fits rhythmically and dynamically with the music;
- work with a group to plan a dance that works with the rhythm and tempo of a piece of music;
- deliberately use at least three different dance techniques in their dances.

#### ...some children will be able to:

- work closely with a partner to ensure their movements are perfectly timed in unison or in canon;
- confidently and deliberately select the energy of their movements to represent the way different animals move;
- link their improvised actions together while still retaining suitable dynamics;
- show precision and control throughout their performance;
- link their improvised actions together while still retaining suitable dynamics;
- deliberately match the dynamics of their dance to the tempo of the music and the actions of the kangaroos;
- show great awareness of the rhythm of music through their movements;
- take the lead when working with a group to perform a dance with rhythm and control;
- lead a group to plan a dance that uses suitable dynamics for the theme of the dance as well as the tempo and rhythm of a piece of music;
- deliberately use at least four different techniques in their dances.



# Lesson Breakdown

## 1. Carnival of the Animals

To perform dances using a range of movement patterns in the context of choreographing dances inspired by Carnival of the Animals.

- To improvise movement patterns inspired by Carnival of the Animals.

# Resources

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*



## 2. Keeping Control

To perform a dance using a range of movement patterns in the context of the lion section of Carnival of the Animals.

- To show precision and control in response to Carnival of the Animals.

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*



## 3. Dynamic Dance

To perform a dance using a range of movement patterns in the context of the kangaroo section of Carnival of the Animals.

- To vary the dynamics of a dance inspired by Carnival of the Animals.

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*



## 4. Feel the Rhythm

To perform a dance using a range of movement patterns in the context of the aquarium section of Carnival of the Animals.

- To demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals.

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*



## 5. The Finale Part 1

To perform a dance using a range of movement patterns in the context of the finale of Carnival of the Animals.

- To compose longer dance sequences using a range of dance vocabulary to describe and improve work.

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*



## 6. The Finale Part 2

To perform a dance using a range of movement patterns in the context of the finale of Carnival of the Animals.

- To compose longer dance sequences using a range of dance vocabulary to describe and improve work.

- Access to the hall or other large space.
- Music – Carnival of the Animals by Camille Saint-Saëns\*
- An audience where possible.



# Gymnastics: Shape and Balance - Ancient Egypt



## Cycle B Year 3 /4 PE Scheme of Work Summer Term 1 Indoor

### Introduction

In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to communicate their learning about key aspects of the ancient Egyptian civilisation.

The children will use their bodies to create shapes which represent ancient Egyptian icons and themes. They will work individually and with a partner to create and hold balances to depict hieroglyphs as well as characters and events from the Egyptian creation story. They will also combine their gymnastics skills and historical knowledge to create and perform a gymnastic routine with a festival or funeral theme, while linking sections creatively using a range of movements and linking actions. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement. The unit culminates with an Egyptian Extravaganza where children combine all their learning to create and perform a final showcase.

### Including children with disabilities in PE

Below are some suggestions of ways in which gymnastics can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Children who have control and coordination difficulties may need to practise balances and movements progressively.
- Feet positions can be marked to show children where to jump, land, or position parts of their body when creating shapes or balances.
- Practise tactile mirroring of a partner's movements.
- Try to provide seated or static alternatives of different shapes for children to explore.
- Pupils with visual impairments can be supported with a buddy or partner, completing their activities through paired work. They may benefit from a teacher or partner to talk through activities. They may also benefit from having resources or visual prompts that are brightly coloured or large with minimal details.
- Focus on the areas of body mobility or movement a child has and concentrate on exercises, activities, shapes or sequences that focus on these areas of the body. For example, a child with a lower body impairment may concentrate on shapes using their arms.
- Consider the use of other PE equipment to support pupils.

### Health & Safety

Check the space for any hazards before beginning the lesson. Ensure any equipment used is child-safe, age-appropriate, in good condition and is carried safely. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE.

### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics and acro-dance.

[British Gymnastics](#)

### Home Learning

#### Gymnastics: Shape and Balance Tasks:

This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- use pictures of ancient Egyptian icons to help them create shapes with their body;
- hold a balance on three and four-points of their body;
- say what is good about their own and others' performances;
- work with a partner, listening to and sharing ideas;
- think of some ideas for hieroglyphic shapes and balances and show some control when forming them;
- choose some linking actions and movements to create a gymnastics partner routine;
- demonstrate good technique and show some control when performing;
- choose some movements, shapes and balances to create a group gymnastics routine to retell the key points of the creation story;
- use their technique, strength, flexibility and control to hold four-point balances on their own and with a partner, including counterbalances;
- combine some elements of movement, shape and balance to create a routine as part of a group;
- keep in time with the music and create some ideas to reflect the theme.

### ...most children will be able to:

- think of their own ideas and create shapes with their body and movements based on ancient Egyptian icons;
- hold a range of balances on three and four-points of their body;
- say what is good about their own and others' performances and know how to make it better;
- work with a partner, listening to and sharing ideas and sometimes leading the discussion;
- think of different ideas for hieroglyphic shapes and balances and demonstrate elements of strength and flexibility when forming them;
- demonstrate good technique and control when performing;
- use a good range of linking actions and movements to create a gymnastics partner routine;
- use a good range of movements, shapes and balances to retell key points of the creation story in more detail;
- use their technique, strength, flexibility and control to improvise and hold three and four-point balance on their own and with a partner, including counterbalances;
- combine a good range of movements, shapes and balances to create a routine as part of a group;
- generate ideas to reflect the music and a theme.

### ...some children will be able to:

- think of and create their own shapes and movements based on ancient Egyptian icons and link ideas to create flow;
- hold a range of more challenging balances on three and four points of their body while demonstrating good strength, flexibility, technique and control;
- identify ways to continuously improve their performance and experiment with new techniques and ideas;
- work with a partner and show leadership skills by directing and leading a discussion in a sensitive way;
- think of a range of ideas for hieroglyphic shapes and balances and demonstrate strength, flexibility and control when forming them;
- use a wide range of linking actions and movements, combining them in creative and interesting ways to create a gymnastics partner routine;
- demonstrate excellent technique and control when performing;
- use a wide range of movements, shapes and balances and combine them in creative and interesting ways to clearly retell the creation story;
- use their technique, strength, flexibility and control to improvise and hold a range of three and four-point balances on their own and with a partner, including inverted balances and counterbalances;
- combine a wide range of movements, shapes and balances in creative and interesting ways to create a routine as part of a group;
- experiment with the rhythm of the music to create interesting effects and contrasts (e.g. fast and slow sections) and represent and improvise elements to fit the theme.

## Lesson Breakdown

### 1. Creating Shapes and Balances

To develop flexibility, strength, technique, control and balance in the context of creating shapes and balances.

To create shapes and three and four-point balances to represent icons from ancient Egypt.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 2. Hieroglyphic Shapes and Balances

To develop flexibility, strength, technique, control and balance in the context of creating shapes and balances.

To work with a partner to create hieroglyphic shapes within a gymnastics routine.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 3. Creation Story Gymnastics Routine

To develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics routine.

To use shape, balance and movement to tell the ancient Egyptian creation story.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 4. Partner Balances

To develop flexibility, strength, technique, control and balance in the context of creating and performing gymnastics balances with a partner.

To work with a partner to create and perform three and four-point balances and counterbalances.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 5. Festivals and Funerals Gymnastics Routine

To develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics routine in a group.

To use shape, movement and balance to create an ancient Egyptian festival or funeral routine.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats
- Egyptian-style music



## Lesson Breakdown

### 6. Egyptian Extravaganza Gymnastics Showcase

To develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics showcase.

To use shape, movement and balance to create a gymnastic showcase based on ancient Egypt.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Gymnastics mats
- Egyptian-style music



# Striking and Fielding: Cricket



## Cycle B Year 3 /4 PE Scheme of Work Summer Term 1 Outdoor

### Introduction

This cricket unit will teach your class the skills and techniques needed in order to take part in Kwik Cricket games and matches. The children will learn the fundamental skills of both batting and bowling, developing their ability to hit and strike a ball towards different areas of a cricket ground, as well as learning the technique for bowling overarm from a standing position. Children will develop their fielding skills by learning how to catch balls travelling along different trajectories or pathways and will be introduced to the different ways of stopping a ball travelling along the ground. Throughout the unit, a lot of the language and terminology used in cricket is introduced and explained. This set of lessons culminates with the children using and showcasing their skills in a competitive match of Kwik Cricket.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Using balloons to practise catching allows more reaction time.
- Adapt the format of Kwik Cricket to suit the participants.
- A short handle cricket bat can allow better manipulation and a larger bat face can make the ball easier to hit.
- Not using a cricket bat at all and just using the hand can make it easier to hit the ball.
- Using a larger ball may make it easier to strike.
- A larger playing area will give players more time and space to move.
- Decrease the size of the cricket pitch to aid in bowling accuracy.
- Using a brightly coloured ball or a balloon with a bell in it may help students with visual impairment.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Check that children are appropriately dressed and have the correct footwear. Long hair should be tied back and jewellery removed.

Refer to the Adult Guidance for the unit for safe techniques when using a bat and ball. Make sure the children are aware of others around them when they are moving, using equipment and that they take care. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Home Learning

#### Striking and Fielding: Home Learning Tasks

This Activity Sheet provides children with a set of six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

If you have a local cricket club, arrange to watch a match or have some of the players visit your class. Visit the [site](#) to get involved at a local club, find cricketing events taking place near you, hear about school competitions and find information on national clubs.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- attempt to move and position themselves into a ball's pathway when attempting to make a catch;
- adapt their hand and body positioning when attempting to make different types of catches;
- understand the importance of keeping sight of the ball at all times;
- throw a ball overarm using a learnt technique;
- think about body positioning when throwing a ball at a target;
- stop a ball rolling towards them at times;
- stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat;
- sometimes adopt the correct stance when facing a thrown or rolling ball;
- use elements of the forward defensive stroke, in appropriate circumstances, to protect the stumps from a ball that is travelling towards them;
- strike a ball, sometimes going in their chosen direction;
- sometimes adopt the correct positioning when playing attacking strokes;
- show an understanding of the different lines and lengths that a bowled ball can travel along the pitch.
- attempt to bowl overarm, with a straight arm and the correct grip;
- make the ball bounce, directing it towards the general area of an intended target;
- take part in a Kwik Cricket game;
- show an understanding of teamwork and communication in a striking and fielding game.

### ...most children will be able to:

- position themselves correctly into a ball's pathway when making a catch;
- adapt their hand and body positioning appropriately when making different catches;
- keep sight of the ball at different distances and understand the importance of doing this;
- position themselves and use the correct technique when throwing a ball overarm;
- throw a ball accurately and with control, by adjusting their release and timing when throwing;
- use the correct position and technique for stopping a rolling ball;
- position themselves correctly in a batting stance, using the correct batting grip;
- use the forward defensive stroke in appropriate circumstances to protect the stumps from a ball that is travelling towards them;
- strike a ball, usually going in their chosen direction;
- position themselves correctly when playing attacking and defending strokes;
- usually identify what shot to play, depending on the line, length and direction of the delivery;
- bowl a ball using the correct grip and overarm bowling technique, using a straight arm;
- direct a bowled ball towards an intended target, with some accuracy, making the ball bounce at least once with each delivery;
- show good sportsmanship in a Kwik Cricket game, following the rules of the game when prompted;
- apply learnt striking and fielding skills during a competitive match;
- show an understanding of the importance of communication and teamwork in a striking and fielding game.

### ...some children will be able to:

- predict the trajectory of a ball and move effectively into position to make a catch;
- instinctively adapt their hand, arm and body positioning appropriately, aiding them to make different types of catches successfully;
- always maintains sight of the ball, demonstrating the importance of doing this when catching balls travelling at different heights and speeds;
- explain why keeping sight of the ball is important;
- show excellent understanding of the overarm throwing technique, by positioning themselves correctly and fluidly;
- understand how to adjust their body position and release point when throwing a cricket ball, demonstrating accuracy and control;
- fluidly adapt their body into the correct position when using the long barrier technique, to effectively stop or control a rolling ball;
- show an excellent understanding of how to position themselves in the batting crease, demonstrating a relaxed and confident grip when in their stance;
- use excellent footwork and positioning of their bat, to accurately protect the stumps from a ball travelling towards them;
- show an excellent understanding of how to position themselves when playing a variety of attacking strokes, striking the ball with confidence and accuracy towards an intended target;
- quickly identify the line, length and direction of a delivery, choosing the correct stroke to play based on a bowled ball's trajectory and path;
- accurately and confidently use the correct bowling technique to bowl a ball;
- bowl on a good line and length consistently, ensuring that each bowled ball bounces once on delivery, with high accuracy for the intended target;
- show an excellent understanding of the rules and scoring in a Kwik Cricket game;
- apply learnt cricketing skills effectively in a striking and fielding game;
- communicate effectively in a match environment, showing good sportsmanship and teamwork throughout.

## Lesson Breakdown

### 1. Catches Win Matches

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of fielding in cricket.

To use correct techniques for catching a ball when fielding in cricket.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls
- Footballs
- Tennis rackets
- Cones
- Skyer bats (optional)
- Wicketkeeper gloves



### 2. Stop and Throw

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of fielding in cricket.

To use an overarm throw to hit a target with accuracy.

To use the long barrier technique to stop a rolling ball.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls or beanbags
- Cones
- Kwik Cricket stumps/wickets
- Wicketkeeper gloves
- Footballs



### 3. Super Striking - Defending

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of batting in cricket.

To learn defensive hitting techniques for batting in cricket.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls
- Cones
- Kwik Cricket stumps/wickets
- Wicketkeeper gloves
- Cricket bats



### 4. Super Striking - Attacking

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of batting in cricket.

To learn attacking hitting techniques for batting in cricket.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls
- Cones
- Kwik Cricket stumps/wickets
- Wicketkeeper Gloves
- Cricket bats
- Hitting Tees





## Lesson Breakdown

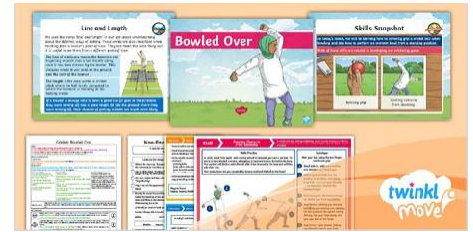
### 5. Bowled Over

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of bowling in cricket.

To learn the correct technique for bowling overarm in cricket from a standing position.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls
- Cones
- Kwik Cricket stumps/wickets
- Wicketkeeper Gloves
- Cricket bats
- Hitting Tees
- Bibs or bands



### 6. Kwik Cricket

To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of using these skills in a Kwik Cricket match.

To know and apply the rules of Kwik Cricket during a game.

To use a range of fielding, batting and bowling skills in a Kwik Cricket match.

#### Resources

- Kwik Cricket balls
- Tennis balls
- Foam tennis balls
- Cones
- Kwik Cricket stumps/wickets
- Wicketkeeper Gloves
- Cricket bats
- Hitting Tees
- Bibs or bands





## Cycle B Year 3 /4 PE Scheme of Work Summer Term 2 Indoor

### Introduction

This Y4 Dance: Water unit will teach your class a range of different dance techniques, with the aim of producing an interesting and varied dance phrase that represents the water cycle. In each session, children will explore a different stage of the water cycle and will practise and apply dance techniques. The children will learn a variety of skills: to design their own dance phrases; link and combine movements; perform with expression; respond to a changing stimulus; create and perform a dance phrase using a range of techniques. They will develop their skills of cooperation, working both in pairs and small groups to create these movement phrases.

### Including children with disabilities in PE

Below are some suggestions of ways in which the lessons can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability

- Ensure the terminology used applies to all, e.g. how will you travel or move, rather than walk, run or jump.
- Try to provide or suggest seated or static alternative movements.
- Dance and movement can be built in around an individual's capabilities, e.g. a finger, hand, head or foot gesture.
- Encourage children to explore movement alternatives, e.g. echo leg movement in the arms when working in unison, canon or in group dances.
- Include a similar level of challenge, e.g. shoulder shrugs may be of equal challenge to hopping or jumping for wheelchair users.
- Explore simple movement patterns which challenge an individual's movement potential, e.g. two bounces, four hops, one spring can be interpreted by a wheelchair user as two pushes, stop, two push-ups (on arm rests) and one big push.
- When adapting movement, try to maintain similar dynamics, e.g. short, sharp steps done at a high level could be represented in small, quick pushes or arm movements by wheelchair users.
- Allow children to work together on adapting activities and, when necessary, encouraging them to find out what each other can do, e.g. how they stand, sit or move and where they can be leaned on or touched.
- Where possible encourage children to participate away from mobility aids or wheelchairs by using mats or soft carpeted areas.
- Blindfolds or earmuffs/ defenders can be used to help all children to think about and use their other senses.

### Health & Safety (including food allergies)

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Home Learning

#### Dance Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

If you have a dance studio locally, arrange a visit to watch some rehearsals or have some of the dancers visit your class.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- Use the skill of improvisation, responding to stimuli.
- Change their movements according to different stimuli.
- Combine and link a small number of movement phrases and patterns.
- Begin to understand the importance of warming up.
- Begin to identify strengths and areas in which they could improve.

### ...most children will be able to:

- Demonstrate a range of dance techniques, such as unison, canon, repetition etc.
- Combine and link an increasing number of movement phrases and patterns.
- Respond and react accordingly to their partners/group-member's dance movements.

### ...some children will be able to:

- Incorporate a range of dance techniques into a dance motif to represent The Water Cycle.
- Develop dance motifs by adapting original ideas to vary the levels, directions, speed, order; or repeat, add dynamics, and change the focus.
- Take responsibility for their own skill progression by suggesting ways to make activities more challenging.
- Identify how specific activity affects their body.

## Lesson Breakdown

### 1. Water, Water Everywhere!

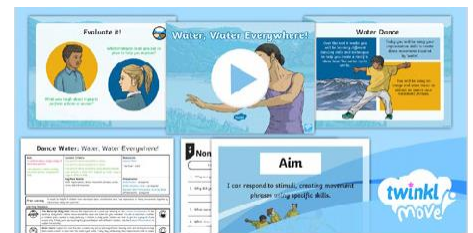
To perform dances using a range of movement patterns.

To use respond to stimuli, creating movement phrases using specific skills.

#### Resources

[Lesson Pack](#)

'The River' - track



### 2. Rivers and Seas

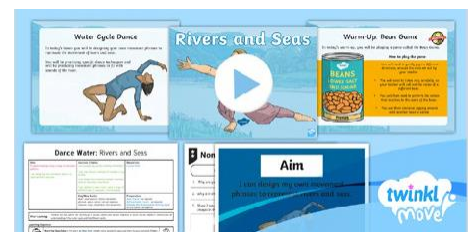
To perform dances using a range of movement patterns.

To design own movement phrases to represent rivers and seas.

#### Resources

[Lesson Pack](#)

'The River' - track



### 3. Evaporation

To perform dances using a range of movement patterns.

To link and combine movement phrases and patterns.

#### Resources

[Lesson Pack](#)

'Waterfalls' - track



### 4. Condensation

To perform dances using a range of movement patterns.

To perform a short dance phrase with expression.

#### Resources

[Lesson Pack](#)

'Waterfalls' - track



## Lesson Breakdown

### 5. Precipitation

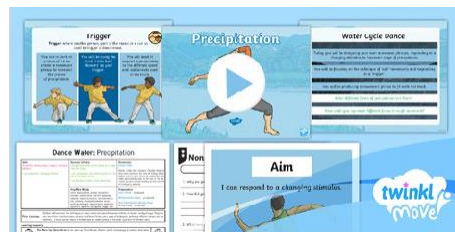
To perform dances using a range of movement patterns.

To respond to a changing stimulus.

#### Resources

[Lesson Pack](#)

Bambi- Little April Showers  
This is easily accessible on the internet.



### 6. The Water Cycle

To perform dances using a range of movement patterns.

To use range of dance techniques to create a movement sequence.

#### Resources

[Lesson Pack](#)

Mendelssohn's Hebrides Overture - 'Fingal's Cave'  
This is a great backing track for this dance and is easily accessible on the internet.





## Cycle B Year 3 /4 PE Scheme of Work Summer Term 2 Outdoor

### Introduction

In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills, as well as learning new techniques. They will be refining their sprint technique and learning how to work as a relay team by practising an effective baton changeover. They will learn the technique for throwing the javelin (pull throw) and how to execute the standing triple jump. The unit culminates in a class pentathlon that the children will compete in as part of a team, using and applying the running, throwing and jumping techniques they have learnt during the unit. Throughout the unit, they will be trying to improve their own performance, as well as help others to achieve their personal best.

### Including children with disabilities in PE

#### Jumping

- Children who have control and coordination difficulties may need to practise jumps progressively.
- Feet positions can be marked for jumps or hurdles to show the child where take-off and landing takes place.
- Seated young people can push up on the arms of their chairs.
- For wheelchair users, a hop could be achieved with a single push using one arm, and a jump achieved with a push using both arms for the triple jump.

#### Running

- Agree suitable start signals for hearing and visually impaired athletes.

#### Throwing

- Try using a variety of different implements, such as softballs, beanbags, rubber pom-pom balls, etc.
- Roll or send a ball using a ramp or gutter device.
- Try different ways of throwing, e.g. backwards over the shoulder.
- Thrust ball and kick ball are alternatives:
  - Thrust ball: Begin by having contact with the ball; use the hands or feet to thrust or push the ball away.
  - Kick ball: Use a kicking action to propel the ball away.
- Roll or push the ball away from any position, then measure distance travelled.

### Health & Safety

Check the area for any hazards before beginning the lesson. Ensure all equipment and apparatus used is checked regularly and in good condition. Make sure that all children are appropriately dressed for outdoor athletic activity. Warm up at the beginning and cool down and/or stretch at the end of every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

For the throwing activities, ensure that there is adequate space available and leave plenty of space between throwers. If space is limited, children could throw towards a target or a wall instead. Always throw from the inside to the outside of an area. Make sure the area ahead is clear before throwing and collecting the throwing implement. It may be useful to decide on a command or signal to use with the children so that they know when it is safe to collect their throwing implements. Even though the children will be using soft throwing equipment, teach the children to get into good habits.

For jumping activities, emphasise the importance of landing safely and remind the children how to do this. Where possible, use soft surfaces for landing. If working on hard surfaces, jumping should be kept to shorter durations.

### Skills Circuit

This [LKS2 Athletics Skills Circuit](#) includes a set of activities that provide the children with the opportunity to practise and apply a range of athletics-based skills linked to their learning. The activities can be done during extracurricular time or as an extra skills practice. Alternatively, it could be set up as a lesson if you have additional time during or at the end of a unit.

### Wider Learning

Go to [britishathletics.org.uk](http://britishathletics.org.uk) for information and news on British Athletics, as well as how to get started and where to find your local club.

You could arrange for some local athletes or coaches to visit your class.

### Equipment

Most of the equipment required for each lesson is universally available at every school. However, some more specialist athletic equipment is required for the throwing-based lessons. If primary javelins are not available, please see suggestions of alternative equipment to use in the resources section of the lesson plans.

### Rainy Day Pack

A set of three stand-alone athletics lessons that have been designed to be taught indoors in a sports hall or gym, in the event that it is not possible to teach the athletics lessons outside. The lessons focus on different athletics skills, which can be picked up and taught in any order throughout the Y4 Athletics unit, and the pack also includes warm-up and cool-down activities.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- execute a range of fundamental movement skills with some control and efficiency;
  - apply the movement skills of running, jumping and throwing in games;
  - identify what two (or more) different parts of their body should be doing when sprinting and practise these actions;
  - apply some elements of the technique for sprinting effectively;
  - sustain their sprinting pace for a short distance, such as 40m;
  - describe some of the main features of the down sweep technique for passing and receiving the baton;
  - use some elements of the down sweep technique in a relay race;
  - sometimes work well as part of a team;
  - combine a variety of two or more jumps;
- execute the standing triple jump technique with some control and efficiency, jumping a fair distance;
  - with support, work with others in standing triple jump, to jump and measure successfully;
  - with support, identify and describe how to perform a pull throw;
  - execute some elements of the pull throw technique, with some control and efficiency;
  - throughout the lesson, show some improvement when throwing for distance and accuracy;
  - use and apply some elements of the correct technique for their chosen event in a competitive situation;
  - with support, identify good technique and suggest one area for improvement;
  - with support, adjust their performance to try to achieve their personal best;
  - work as part of a team in a combined athletics event.

### ...most children will be able to:

- execute a range of fundamental movement skills with good control and efficiency;
  - effectively apply the movement skills of running, jumping and throwing in games;
  - identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions;
  - apply most elements of the technique for sprinting effectively;
  - sustain their sprinting pace for a medium distance, such as 50m;
  - describe the down sweep technique for passing and receiving the baton;
  - use many elements of the down sweep technique effectively in a relay race;
  - usually work well as part of a team;
  - combine a variety of three jumps in one continuous movement;
- execute the standing triple jump technique with good control and efficiency, jumping a good distance;
  - work with others in the standing triple jump, to jump and measure successfully;
  - identify and describe how to perform a pull throw, using some using key vocabulary appropriately;
  - execute the pull throw technique with good control and efficiency;
  - throughout the lesson, show noticeable improvement when throwing for distance and accuracy;
  - use and apply most elements of the correct technique for their chosen event in a competitive situation;
  - identify good technique and suggest more than one area for improvement;
  - adjust their performance to try to achieve their personal best;
  - work successfully as part of a team in a combined athletics event.

## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- execute a range of fundamental movement skills with excellent control and efficiency;
- effectively apply the movement skills of running, jumping and throwing in games, with great success;
- identify and practise what all the different parts of their body should be doing when sprinting;
- apply all elements of the technique for sprinting effectively;
- sustain their sprinting pace over longer distances, such as 60m;
- confidently describe the down sweep technique for passing and receiving the baton, including identifying what they could do to make the changeover more efficient;
- use the down sweep technique effectively in a relay race, demonstrating an effective baton changeover;
- work effectively as part of a team, often taking a leading role in activities;
- combine a variety of three jumps in one continuous movement, demonstrating excellent balance and control;
- execute the standing triple jump technique with excellent control and efficiency, jumping an impressive distance;
- work with others in the standing triple jump, to jump and measure successfully and often taking a leading role in activities;
- identify and describe how to perform a pull throw, using key vocabulary appropriately, and use this knowledge to improve on their own and others' technique;
- execute the pull throw technique with excellent control and efficiency;
- throughout the lesson, show noticeable improvement when throwing for distance and accuracy, and achieve excellent distance with their throws;
- use and apply the correct technique to gain a good distance for their chosen event in a competitive situation;
- identify good technique and suggest areas for improvement to help and support their team members;
- adjust their performance to be able to successfully achieve their personal best;
- work successfully as part of a team in a combined athletics event, supporting and helping teammates.

## Lesson Breakdown

### 1. FUNdamentals

To develop flexibility, strength, technique, control and balance; to use running, jumping, throwing and catching in isolation and in combination.

To use and apply existing running, jumping and throwing skills.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Beanbags
- Hoops
- Cones
- Chalk
- Six flags (or similar)



### 2. Finish Fast

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To improve running technique for sprinting.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Cones
- Stopwatches
- Whiteboards and pens



## Lesson Breakdown

### 3. Relay Running

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To practise relay running.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Batons (quoits can be used as an alternative)
- Cones
- Gymnastics mats
- Beanbags



### 4. Standing Triple Jump

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To jump for distance using the standing triple jump.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Skipping ropes
- Cones
- Measuring tapes
- Pens/pencils



### 5. Pull It

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance.

To learn the pull throw technique.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Cones
- Beanbags
- Primary foam javelins (shuttlecocks can be used as an alternative)
- Hoops
- Footballs



### 6. Pentathlon

To use running, jumping, throwing and catching in isolation and in combination.

To compare performances with previous ones and demonstrate improvement to achieve a personal best.

To compete in a combined athletics event, aiming to achieve a personal best.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Yellow and blue bibs
- Cones
- Beanbags
- Primary foam javelins (shuttlecocks can be used as an alternative)
- Batons
- Tape measures
- Pens/pencils





# Gymnastics - Movement



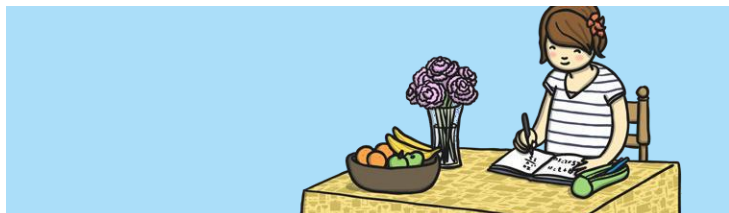
## Cycle A Year 5 /6 PE Scheme of Work Autumn Term 1 Indoor

This Gymnastics Movement unit will teach your class how to perform a variety of floor and vault movements. The children will learn stag jumps, split leaps, pike rolls, round-offs and the squat through vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines and perform individually and as part of a pair or group.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE. See **Teacher Guidance: Health and Safety** for additional health and safety information.



### Home Learning

The **Gymnastics Movement Activities Activity Sheet** provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics. Find out if there are any gymnastics competitions you can enter. The Key Steps Programme is a good introduction to competitive gymnastics.



### Weblinks

[www.british-gymnastics.org](http://www.british-gymnastics.org)

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe the new movements learnt in the unit;
- perform recognisable movements, e.g. a pike forward roll that looks like a pike forward roll;
- describe how their performance has improved over the lesson;
- link a series of different movements together to form a short routine;
- practise and refine their own movements independently showing awareness of others around them.

### ...most children will be able to:

- describe how to perform the new movements learnt in the unit;
- perform movements that show good understanding and control of the key skills needed;
- describe what they have done or changed in order to better their performance during a lesson;
- link a series of movements together to create a routine with a theme or style;
- practise and refine their own movements and 'spot' and advise others around them.

### ...some children will be able to:

- describe how the new movements learnt in the unit fit into a series of progression;
- perform movements to a high standard and link multiple movements competently, e.g. a sequence of 3 pike forward rolls;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link a series of movements together choosing repetitive elements, spacing, speed and precision and control in movement to reflect a theme or style;
- practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities.

## Lesson Breakdown

### 1. Jumps and Leaps

Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.

To perform a stag jump and split leap.

### 2. Rolls

Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.

To perform pike rolls.

### 3. Vaulting

Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.

To perform a squat through vault.

### 4. Handstands, Cartwheels and Round-Offs

Develop flexibility, strength, technique, control and balance by learning and performing a round-off.

To perform a round-off.

### 5. Linking Movements

Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.

To independently plan a sequence of gymnastics movements that are creatively linked together.

### 6. Performance

Develop flexibility, strength, technique, control and balance by choreographing and performing a routine in a pair or group.

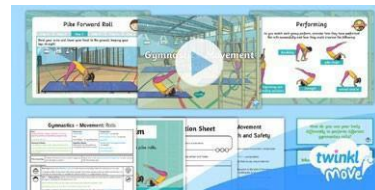
To perform a gymnastics sequence in a pair or group in time to music.

## Resources

- [Lesson Pack](#)
- Mats
- Benches or agility tables



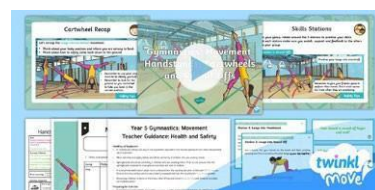
- [Lesson Pack](#)
- Mats
- Foam Wedges – if required/available



- [Lesson Pack](#)
- Mats
- Markers
- Agility tables or benches



- [Lesson Pack](#)
- Mats
- Hand shaped markers or chalk



- [Lesson Pack](#)
- Agility Ladders
- Mats
- Springboard and Vaulting box – if required



- [Lesson Pack](#)
- Mats
- Music (Main Lesson)
- Music (Extended Activity)



# OAA: Orienteering



## Cycle A Year 5 /6 PE Scheme of Work Autumn Term 1 Outdoor

This Outdoor and Adventurous Activities (OAA) unit covers a range of fundamental skills needed for orienteering, such as agility and endurance, navigation skills and map reading. During the unit, children will also be required to work as part of a team, to solve a range of problems that focus on collaboration and effective communication. They will improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing an orienteering exercise. In the final lesson of the unit, they will work collaboratively to plan and prepare an orienteering course and also have a go at completing timed orienteering courses that others' have designed. There is a focus on cooperation, communication and teamwork throughout the unit, which are all essential skills needed for outdoor adventurous activities.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. As with all activities, it is important that health and safety and risk assessments are undertaken beforehand. Always follow your school's risk assessment when teaching PE.

### Including children with disabilities in PE

Outdoor and adventurous activities are ideal for including all pupils, often with minimal or no adaptations necessary. In many activities, all pupils can work together, at a level appropriate to their individual needs.

However, here are a list of considerations, suggestions and adaptations for activities and tasks, to facilitate the inclusion of children with disabilities in OAA:

- Consider using sound, touch or different colours to help pupils to navigate around trails and orienteering courses.
- Consider using different forms of communication, such as verbal prompts, to allow pupils to fully access tasks.
- Alternative routes for orienteering may need to be considered, such as wheelchair routes or access to stable ground for those pupils with walking aids.
- Assign pupils specific roles within a group, e.g. chair, scribe, reporter, observer. This ensures all pupils can be fully involved and it can also help to keep them focused.
- Shorter distances or smaller areas may make activities easier.
- Start pupils at different times or from different places.
- Vary the speed of the activity, e.g. everyone walks.
- Suggest that everyone closes their eyes in certain activities, while ensuring safety at all times.
- Use a buddysystem, where one pupil helps to facilitate an activity for another pupil, e.g. as a guide for a visually impaired child.

### Home Learning

#### OAA Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Find out more about orienteering in schools by visiting the [British Schools Orienteering](#) website. There is also lots of useful information on the [British Orienteering](#) website.

To locate your nearest club, use the British Orienteering website [club finder](#).

[Xplorer](#) is a fun navigation challenge that can be done in the local park and is something that the whole family can enjoy together. It involves both physical activity and decision making, as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area, while being educational at the same time.

## Assessment Statements

By the end of this unit...

...all children should be able to:

- collaborate with others to help complete challenges;
- use verbal communication to communicate with others, sometimes with success;
- run at two or more different paces, sometimes appropriate to the distance and activity;
- get better at running at a sustained pace over longer distances;
- change direction with increasing speed and efficiency,
- perform different movements with some coordination, balance and control;
- give, with prompts, a few facts about orienteering and explain why agility and endurance are important for this sport;
- understand what a compass is and can use one to find north;
- know the four cardinal directions on a compass (N, E, S, W);
- follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns;
- know and understand some of the different features of a map, including symbols and a key;
- follow a simple map to give directions;
- work with a partner to complete the missing information on a map;

## Assessment Statements

By the end of this unit...

### ...all children will be able to:

- work with others to use a map to navigate around the school grounds;
- have a basic understanding of the orienteering symbols that have been used to represent their school grounds;
- mark and find control points on a map, with support if necessary;
- demonstrate some skills of collaboration and communication when working with others to complete challenges and tasks;
- work as part of a group, to help to set up an orienteering course for others to complete;
- follow a map and plan the best route to complete an orienteering course as quickly as possible, with support from their group;
- demonstrate some skills of collaboration and communication when working with others.

### ...most children will be able to:

- collaborate effectively with others to help complete challenges;
- use both verbal and non-verbal communication to communicate with others, often with success;
- choose the right pace to run at, depending on the distance and activity;
- run at a sustained pace over longer distances;
- change direction with speed and efficiency;
- perform different movements with good coordination, balance and control;
- give a simple explanation of what orienteering is and why agility and endurance are important for this sport;
- understand what a compass is and how it works
- use a compass to find north and use north to work out other directions;
- know the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW);
- follow directional instructions including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns;
- know and understand the different features of a map, including symbols, a key, scale and compass directions and use this information to read a map;
- follow a map to give clear, concise directions;
- complete the missing information on a map;
- use a map to navigate around school grounds;
- have a good understanding of the orienteering symbols that have been used to represent their school grounds;
- mark and find control points on a map;
- collaborate and communicate effectively with others, to help complete a range of tasks;

- collaborate and communicate effectively with others, to help complete a range of tasks;
- make useful contributions to help set up an inventive and challenging orienteering course for others to complete, when working as part of a group;
- work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible.

### ...some children will be able to:

- play an instrumental part in the team, completing the challenges by collaborating effectively and often taking the lead and helping others;
- use both verbal and non-verbal communication effectively, to communicate with others, with great success;
- change the pace they run at, depending on the distance and activity;
- demonstrate excellent endurance and stamina over longer distances;
- change direction quickly and effectively and perform different movements with excellent coordination, balance and control;
- explain fully what orienteering involves and why agility and endurance are important for this and other sports;
- confidently use a compass to locate different directions and explain clearly and concisely how it works;
- know the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW) and begin to understand a 16-point compass;
- follow directional instructions, including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns, and answer questions relating to these directions;
- know and understand the different features of a map, including symbols, a key, scale and compass directions and can use this information to read a map proficiently;
- follow a map to give clear, concise directions, including NE, SE, SW and NW;
- complete the missing information on a map, using appropriate symbols;
- use a map to navigate around the school grounds, supporting others with this if necessary;
- have an excellent understanding of the orienteering symbols that have been used to represent their school grounds;
- mark and find control points on a map, supporting others with this if necessary;
- play a vital role in a team when setting up an inventive and challenging orienteering course for others to complete;
- take the lead within the group, when following a map and planning the best route to complete an orienteering course as quickly as possible;
- play an instrumental part in the team, to complete tasks by collaborating and communicating effectively, often taking the lead and helping others.

## Lesson Breakdown

### 1. Communicate and Collaborate

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of: problem solving; undertaking and surmounting challenges; tackling problems and challenges with a focus on communication and collaboration.

- To work as part of a team to complete a range of challenges.

### Resources

- Balloons
- Hoops
- Chalk



### 2. Agility and Endurance

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of an orienteering course - taking part in activities that simulate moving through an orienteering course.

- To demonstrate agility and endurance in a range of situations.

### Resources

- Hoops
- Hurdles
- Agility ladders
- Beanbags
- Cones
- Stopwatches



### 3. Navigation Skills

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of compass skills.

- To know what a compass is and how to use it.
- To know the eight directions on a compass.

### Resources

- Compasses
- Cones
- Chalk



### 4. All About Maps

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of map reading.

- To read, follow and understand maps.

### Resources

- Hoops
- Cones
- Beanbags
- Rackets
- Balls
- Skipping ropes
- Compasses
- Stopwatches
- Pens



### 5. Around the Grounds

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of orienteering.

- To take part in an orienteering exercise.

### Resources

- Hoops
- Sticky tack
- Plastic 2D shapes (or lots of a similar item that can be stuck to different features around the school grounds)



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## 6. Orienteering Extravaganza

To take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of orienteering.

- To work collaboratively to plan and prepare an orienteering course.
- To work collaboratively to complete a timed orienteering course.

## Resources

- Lollipop sticks
- Sticky tack
- A4 paper
- A6 paper
- Red pens and pencils
- Coloured pens or pencils, stopwatches
- Hoops



# Dance: WWII



## Cycle A Year 5 /6 PE Scheme of Work Autumn Term 2 Indoor

This WWII Dance unit will teach your class about different dance styles that were popular before and during the wartime period and give them the opportunity to choreograph their own interpretive dances based on an event from the time. The children will learn steps from the Charleston, Lambeth Walk and Lindy Hop, while developing their technique and performance skills. Children will have the opportunity to showcase their learning in a WWII style tea dance at the end of the unit.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure any equipment used is child-safe and age-appropriate. Make sure all children are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE.



### Home Learning

**WWII Dance Activities:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local dance schools and the different types of dance classes they offer? Some dance teachers may work with schools to provide training and advice.

Explore the wide range of dance styles that exist, including national and regional dance types.

Find out if there are any school dance competitions you can enter. Many regions in the UK organise and run competitions and shows featuring children from a range of schools.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe some types of dances that were popular during the wartime period;
- perform basic steps from the Charleston, Lambeth Walk and Lindy Hop;
- describe how their performance has improved over the lesson and unit;
- create their own dance motif to represent a theme or tell part of a story;
- work with others to choreograph effective routines.

### ...most children will be able to:

- describe some of the features and steps of popular wartime dances;
- perform and link a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop;
- describe what they have done or changed in order to better their performance during a lesson and unit;
- link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story;
- work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group.

### ...some children will be able to:

- describe the steps and features of the popular wartime dances they have learnt and confidently demonstrate these to others;
- perform a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop and add their own variations to the moves;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link and develop a series of dance motifs, manipulating different dance elements, such as spacing, tempo and level to create variety, drama and interest;
- lead and motivate others in a group to choreograph effective routines while continually exploring and refining their own skills and abilities to enhance the performance.

# Lesson Breakdown

# Resources

## 1. Pre-War: The Charleston

Perform dances using a range of movement patterns in the context of learning how to dance the Charleston.

- To perform the Charleston.

- Music – Jazz piece/s



## 2. The Lambeth Walk

Perform dances using a range of movement patterns in the context of learning how to dance the Lambeth Walk.

- To perform the Lambeth Walk.

- Music – The Lambeth Walk
- Skipping ropes



## 3. The Lindy Hop

Perform dances using a range of movement patterns in the context of learning how to dance the Lindy Hop.

- To perform the Lindy Hop.

- Music – Swing piece/s



## 4. Planning an Interpretive Dance

Perform dances using a range of movement patterns in the context of planning an interpretive dance.

- To plan an interpretive dance which tells the story of a wartime event.

- Music



## 5. Performing an Interpretive Dance

Perform dances using a range of movement patterns in the context of performing a WWII themed interpretive dance.

- To perform an interpretive dance which reflects an aspect of WWII.

- Music



## 6. Dance Party

Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of planning and performing at a WWII dance party.

- To plan and perform in a WWII style dance party.

- Music – Range of jazz, swing, big band and music used in interpretive dances
- Decorations, food, etc. –as required



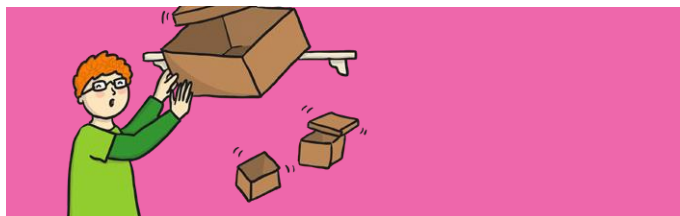


# Invasion Games



## Cycle A Year 5 /6 PE Scheme of Work Autumn Term 2 Outdoor

This 'Invasion Games' unit will recap on many of the essential skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. It also covers attacking and defending tactics, such as two-touch passing; learning when to pass and when to dribble and different techniques for tackling and marking. The children will develop their understanding of both attacking and defending principles in invasion games and working as a team. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Follow your school's risk assessment when teaching PE.

**Hockey Based Skills and Activities:** Make sure the children don't raise their sticks above head height and remind them to check the area around them is clear before pushing the ball. Ideally children use a 'Quicksticks' hockey ball, which is oversized and lightweight, and has been designed for playground use, which means that shin pads and gum shield are not required. A variety of balls of different sizes can alternatively be used to differentiate and suit the needs of the certain groups or individuals. When playing hockey indoors then a softer ball is advised.



### Home Learning

**Invasion Games Activities:** This Activity Sheet provides children with a set of six activities/games linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Research a variety of invasion games and find out more about how you can get involved outside of school by visiting the following websites:

[Football](#) | [Hockey](#) | [Netball](#) | [Basketball](#)

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- give some reasons for warming up and cooling down;
- pass, receive and dribble with a ball in different ways with some control and accuracy;
- begin to find and use space in a game;
- apply a few skills and techniques with some consistency;
- know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble;
- know about some tactics for defending and with support, begin to apply them in a game situation, such as man-to-man marking and when to tackle;
- know what they and their team needs to do to keep possession and contribute to this occasionally;
- follow rules in simple invasion games;
- evaluate their own and others' performance with support.

### ...most children should be able to:

- give reasons for warming up and cooling down, showing knowledge and understanding of why it's important;
- pass, receive and dribble with the ball in different ways with increasing control and accuracy, including two-touch passing;
- use space well to pass and receive a ball;
- apply some skills and techniques consistently and with success in more than one type of invasion game;
- explain the effect that using a particular skill or technique has had on their performance;
- begin to choose the best techniques and tactics for attacking in a game situation, such as when to pass and when to dribble to help keep possession;
- begin to choose the best techniques and tactics for defending in a game situation, such as when to tackle and man-to-man marking;
- follow rules in more complex invasion games and contribute towards the success of their team;
- begin to choose and use criteria to evaluate their own and others' performance.

**...some children will be able to:**

- give a range of reasons for warming up and cooling down that demonstrate knowledge and understanding of why it's important;
- pass, receive and dribble with the ball in different ways with control and accuracy including two-touch passing;
- use space effectively and intentionally to help keep possession of the ball;
- select and apply a range of attacking and defending skills and techniques consistently and with success across a range of invasion games;
- explain why they have used a particular skill or technique and the effect it has had on their performance;
- choose the best techniques and tactics for attacking and defending in a game situation;
- follow rules in a range of more complex invasion games and play an instrumental part towards the success of their team;
- choose and use criteria to evaluate their own and others' performance.

# Lesson Breakdown

# Resources

## 1. Dribbling Whizz Kids

To develop flexibility, strength, technique, control and balance.

- To use a range of skills to move with the ball.

- Basketballs
- Footballs
- Hockey Balls
- Hockey Sticks



## 2. Passing Professionals

To develop flexibility, strength, technique, control and balance.

- To use the correct technique to pass the ball.

- Footballs
- Hockey Balls
- Hockey Sticks



## 3. Passing and Possession

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- To keep possession of the ball.

- Cones
- Footballs



## 4. Attacking Experts

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- To use different tactics for attacking in invasion games.

- Bibs
- Cones
- Footballs
- Rugby Balls



## 5. Tackling Technique

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- To win back possession of the ball.

- Bibs
- Cones
- Footballs
- Hockey Sticks
- Hockey Balls



## 6. Top Dog Defending

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- To adapt my movements for attacking and defending.

- Agility Ladders - for the warm-up
- Beanbags
- Bibs
- Cones
- Netballs – per child
- Hoops – per child

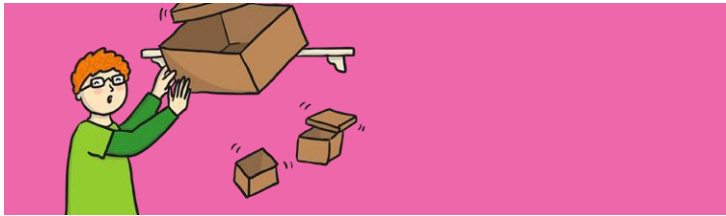


# Dance: WWII



## Cycle A Year 5 /6 PE Scheme of Work Spring Term 1 Indoor

This WWII Dance unit will teach your class about different dance styles that were popular before and during the wartime period and give them the opportunity to choreograph their own interpretive dances based on an event from the time. The children will learn steps from the Charleston, Lambeth Walk and Lindy Hop, while developing their technique and performance skills. Children will have the opportunity to showcase their learning in a WWII style tea dance at the end of the unit.



### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure any equipment used is child-safe and age-appropriate. Make sure all children are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE.



### Home Learning

**WWII Dance Activities:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local dance schools and the different types of dance classes they offer? Some dance teachers may work with schools to provide training and advice.

Explore the wide range of dance styles that exist, including national and regional dance types.

Find out if there are any school dance competitions you can enter. Many regions in the UK organise and run competitions and shows featuring children from a range of schools.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe some types of dances that were popular during the wartime period;
- perform basic steps from the Charleston, Lambeth Walk and Lindy Hop;
- describe how their performance has improved over the lesson and unit;
- create their own dance motif to represent a theme or tell part of a story;
- work with others to choreograph effective routines.

### ...most children will be able to:

- describe some of the features and steps of popular wartime dances;
- perform and link a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop;
- describe what they have done or changed in order to better their performance during a lesson and unit;
- link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story;
- work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group.

### ...some children will be able to:

- describe the steps and features of the popular wartime dances they have learnt and confidently demonstrate these to others;
- perform a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop and add their own variations to the moves;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link and develop a series of dance motifs, manipulating different dance elements, such as spacing, tempo and level to create variety, drama and interest;
- lead and motivate others in a group to choreograph effective routines while continually exploring and refining their own skills and abilities to enhance the performance.

# Lesson Breakdown

# Resources

## 1. Pre-War: The Charleston

Perform dances using a range of movement patterns in the context of learning how to dance the Charleston.

- To perform the Charleston.

- Music – Jazz piece/s



## 2. The Lambeth Walk

Perform dances using a range of movement patterns in the context of learning how to dance the Lambeth Walk.

- To perform the Lambeth Walk.

- Music – The Lambeth Walk
- Skipping ropes



## 3. The Lindy Hop

Perform dances using a range of movement patterns in the context of learning how to dance the Lindy Hop.

- To perform the Lindy Hop.

- Music – Swing piece/s



## 4. Planning an Interpretive Dance

Perform dances using a range of movement patterns in the context of planning an interpretive dance.

- To plan an interpretive dance which tells the story of a wartime event.

- Music



## 5. Performing an Interpretive Dance

Perform dances using a range of movement patterns in the context of performing a WWII themed interpretive dance.

- To perform an interpretive dance which reflects an aspect of WWII.

- Music



## 6. Dance Party

Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of planning and performing at a WWII dance party.

- To plan and perform in a WWII style dance party.

- Music – Range of jazz, swing, big band and music used in interpretive dances
- Decorations, food, etc. –as required



# Basketball



## Cycle A Year 5 /6 PE Scheme of Work Spring Term 1 Outdoor

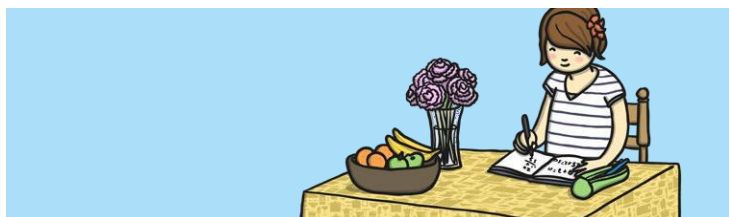
This Basketball unit will teach your class the skills players need to play both defensively and offensively. The children will learn how to dribble and pass the ball using a range of different techniques. Defensively, they will develop their skills of marking including man-to-man marking. Offensively, they will learn how to get free from a defender, how to shield the ball and the skill of pivoting. They will also learn some of the rules of the game and to play as part of a team in a mini-tournament, putting their newly developed skills into practise. Evaluating their own performance will round off the unit.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.

Size 5 is the recommended basketball size for children aged 9–11.



### Home Learning

**Basketball Activity Sheet:** This provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

If you have a local basketball team, arrange to watch a game, or have some of the players visit your class. Visit [this site](#) to get involved at a local club, find basketball events taking place near you, hear about school competitions and find information on national clubs.

Further information about basketball at primary school level can be found [here](#).

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- dribble with the ball using some elements of the correct technique;
- occasionally look up when dribbling with the ball;
- use elements of the correct technique to pass the ball over a range of distances;
- sometimes combine dribbling and passing at a walking pace;
- sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced;
- know the rules for pivoting and sometimes perform this skill, using the correct footwork;
- occasionally combine more than one skill, such as dribbling and pivoting, at a walking pace;
- use at least one technique while dribbling to protect the ball from a defender to keep possession;
- know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking;
- know how to man-to-man mark and sometimes do this with success;
- attempt to get free from a defender, sometimes with success;
- understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team;
- understand what being part of a team involves;
- evaluate their own performance, with support.

### ...most children will be able to:

- dribble with the ball using the correct technique, varying their speed and changing direction;
- look up when dribbling while keeping the ball under control;
- use a range of techniques to pass the ball with some accuracy and control over a range of distances;
- combine dribbling and passing with some fluency, accuracy and control;
- generally, demonstrate a good technique to move around the court with and without a ball;

- stop in different ways and pivot using the correct footwork;
- combine dribbling and passing with some fluency, accuracy and control;
- use more than one technique while dribbling to protect the ball from a defender and keep possession;
- generally, adopt the defensive stance when marking an opposition player in possession of the ball (including closing them down) and sometimes with success;
- use man-to-man marking successfully to prevent an opposition player from receiving a pass;
- use a change of pace or direction to get free from a defender, usually with success;
- use a range of attacking and defending skills and tactics to contribute towards the success of their team;
- understand and demonstrate being part of a team;
- evaluate their own performance.

**...some children will be able to:**

- confidently dribble with the ball using the correct technique, demonstrating control, fluency and speed;
- look up and change speed and direction while keeping good control of the ball;
- confidently use a range of techniques to pass the ball with accuracy and control, choosing the right pass for the situation they are faced with;
- combine dribbling and passing with excellent fluency, accuracy and control;
- stay light on their feet and move quickly and efficiently around the court using an excellent technique;
- pivot, using the correct footwork and technique in a range of situations;
- combine dribbling and passing with excellent fluency, accuracy and control;
- use a variety of techniques while dribbling to protect the ball and keep possession;
- successfully use the defensive stance when marking an opposition player in possession of the ball to help win back possession or force an offensive error;
- effectively use man-to-man marking as a defensive tactic to help prevent an opposition player from receiving a pass or advancing up the court;
- effectively get free from a defender by using a change of pace or direction;
- use appropriate and informed skills and tactics in both defence and attack and support their teammates in also making these decisions;
- demonstrate good teamwork and sportsmanship;
- evaluate their own performance and suggest ways to improve.

# Lesson Breakdown

# Resources

## 1. Expert Dribbling

To develop flexibility, strength, technique, control and balance in the context of the basketball dribbling technique.

- To dribble with a basketball.

- Cones
- Hoops
- Basketballs



## 2. Skilful Passing

To develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of basketball passing techniques.

- To use a range of techniques to pass a basketball successfully.

- Cones
- Hoops
- Basketballs



## 3. Footwork and Pivoting

To develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball.

- To know how to pivot.
- To move effectively around the court.

- Cones
- Hoops
- Basketballs



## 4. Keeping Possession

To develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of keeping possession in basketball.

- To use strategies to keep possession of the ball.

- Cones
- Hoops
- Basketballs
- Bibs



## 5. Smart Marking

To develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and dodging in basketball.

- To know how to mark a player effectively.
- To get free from a defender.

- Cones
- Hoops
- Basketballs
- Bibs
- Beanbags



## 6. Let's Play!

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball.

- To apply our basketball skills when playing as part of a team in a game.
- To evaluate my performance.

- Cones
- Hoops
- Basketballs
- Bibs





# Gymnastics: Shape and Balance - Space



## Cycle A Year 5 /6 PE Scheme of Work Spring Term 2 Indoor

### Introduction

In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to communicate their learning about space.

The children will learn and perform some rhythmic gymnastics to represent the movement of the Earth, Sun and Moon. They will also learn how to create a range of shapes with their bodies, both on the floor and on apparatus and they will practise their movements and linking actions to join ideas and represent different events. In addition to this, they will work on their own and with a partner to create a range of point balances, using their skills and creativity to create new shapes and positions. At the end of the unit, they will combine their skills to plan and perform group routines that showcase their work. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement.

### Including children with disabilities in PE

Below are some suggestions of ways in which gymnastics can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Children who have control and coordination difficulties may need to practise balances and movements progressively.
- Feet positions can be marked to show children where to jump, land, or position parts of their body when creating shapes or balances.
- Practise tactile mirroring of a partner's movements.
- Try to provide seated or static alternatives of different shapes for children to explore.
- Pupils with visual impairments can be supported with a buddy or partner, completing their activities through paired work. They may benefit from a teacher or partner to talk through activities. They may also benefit from having resources or visual prompts that are brightly coloured or large with minimal details.
- Focus on the areas of body mobility or movement a child has and concentrate on exercises, activities, shapes or sequences that focus on these areas of the body. For example, a child with a lower body impairment may concentrate on shapes using their arms.
- Consider the use of other PE equipment to support pupils.

### Health & Safety

Check the space for any hazards before beginning the lesson. Ensure any equipment used is child-safe, age-appropriate, in good condition and is carried safely. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

See [Adult Guidance: Health and Safety](#) for additional health and safety information.

### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics and acro-dance.

[www.british-gymnastics.org](http://www.british-gymnastics.org)

### Home Learning

**Gymnastics Shape and Balance: Home Learning Tasks:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home, with a family member or friend, or with a partner during school or extra-curricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- follow instructions to create shapes using rhythmic gymnastics ribbon and their body;
- explain how Earth orbits the Sun and the Moon orbits Earth and demonstrate this through shape and movement;
- hold a balance on two, three and four points of their bodies;
- link some movements and balances to tell a story and begin to vary elements for effect;
- work with a partner, listening to and sharing ideas;
- demonstrate some body tension, strength and elements of the correct technique to hold some part-weight partner balances;
- create star, tuck, straddle and pike shapes on different pieces of apparatus;
- link some movements and balances to tell a story and begin to vary elements for effect;
- work in a group, listening to and sharing ideas;
- think of and plan some rhythmic gymnastics, shapes, balances and movements that fit a space theme;
- hold individual two, three and four-point balances and part-weight partner balances as part of a routine;
- create star, tuck, straddle and pike shapes as part of a routine;
- perform some appropriate linking actions and movements to structure and link elements of a routine;
- vary speed, levels and dynamics to create effects in a routine;
- say what is good about their own and others' performances.

### ...most children will be able to:

- improvise to create shapes using rhythmic gymnastics ribbon and their body;
- explain how Earth orbits the Sun, how seasons are created and how the Moon orbits Earth and demonstrate this through shape and movement;
- hold a range of balances on two, three and four points of their bodies;
- link a wide range of movements and balances and purposefully vary elements to create some different effects;
- work with a partner, listening to and sharing ideas and taking the lead when appropriate;
- demonstrate good body tension, strength and the correct technique to hold different part-weight partner balances;
- adapt their body shape and position to create star, tuck, straddle, pike, stag and splits shapes on apparatus and while moving;
- link a wide range of movements and shapes and purposefully vary elements to create some different effects and tell a story;
- work in a group, listening to and sharing ideas and taking the lead when appropriate;
- think of and plan a good range of rhythmic gymnastics, shapes, balances and movements that fit a space theme and purposefully vary elements to create different effects in the story;
- hold a range of individual two, three and four-point balances and part-weight partner balances as part of a routine;
- adapt their body shape to create star, tuck, straddle, pike, stag, and splits shapes as part of a routine;
- select and perform a wide range of appropriate linking actions and movements to structure a routine;
- vary the speed, levels and dynamics of a routine to create effect;
- say what is good about their own and others' performances and know how to make them better.

## Assessment Statements

### ...some children will be able to:

- improvise shapes with a gymnastics ribbon and their body to create a wide range of shapes and movements which flow together;
- explain how Earth orbits the Sun; how seasons are created; how the Moon orbits Earth and how phases of the Moon are created and demonstrate this through shape and movement;
- hold a range of more challenging balances on three and four points of their bodies while demonstrating good strength, flexibility, technique and control;
- link a wide range of more challenging movements and balances, demonstrating excellent control and technique and manipulating elements for maximum effect;
- work with a partner and show leadership skills by directing and leading discussion in a sensitive way;
- demonstrate excellent body tension, strength and the correct technique to hold a range of more challenging part-weight partner balances;
- adapt their body shape and position to create variations of star, tuck, straddle, pike, stag and splits shapes on apparatus and while moving;
- link a wide range of more challenging movements and shapes, demonstrating excellent control and technique and manipulating elements for maximum effect and to tell a story;
- work in a group and show leadership skills by directing and leading a discussion in a sensitive way;
- think of and plan a wide range of more challenging rhythmic gymnastics, shapes, balances and movements that fit a space theme and demonstrate creativity by manipulating elements for maximum effect;
- hold a range of more challenging individual two, three and four-point balances and part-weight partner balances as part of a routine;
- adapt their body shape and position to create variations of star, tuck, straddle, pike, stag, and splits shapes as part of their routine;
- select and perform a wide range of more challenging linking actions and movements to structure a routine;
- purposefully and meaningfully manipulate the speed, levels and dynamics in a routine for maximum effect;
- identify ways to continuously improve their performance and experiment with new techniques and ideas.

## Lesson Breakdown

### 1. Rhythmic Gymnastics - The Earth, Sun and Moon

To develop flexibility, strength, technique, control and balance in the context of creating shapes and balances.

To link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats
- Ribbons
- Balls



### 2. Linking Movements and Balances - A New Planet

To develop flexibility, strength, technique, control and balance in the context of linking shapes and movements.

To create two, three and four-point balances and movements to represent the discovery and exploration of a new planet.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 3. Partner Balances - Alien Encounters

To develop flexibility, strength, technique, control and balance in the context of creating partner balances.

To create part-weight balances with a partner to resemble an alien.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats



### 4. Shapes on Apparatus - Meteor Shower

To develop flexibility, strength, technique, control and balance in the context of creating a range of body shapes on apparatus.

To create and perform a gymnastics routine that includes shapes on apparatus.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats
- Range of apparatus as required (ropes, ladders, climbing frame, vault, gymnastics tables, etc.)



### 5. Planning a Space-Themed Routine

To develop flexibility, strength, technique, control and balance in the context of planning a space-themed gymnastics routine.

To plan a space-themed gymnastics routine that includes a range of shapes, balances and movements.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats
- Ribbons
- Balls
- Range of apparatus (optional)
- Space-themed music



### 6. Performing a Space-Themed Routine

To develop flexibility, strength, technique, control and balance in the context of performing a space-themed gymnastics routine.

To perform a space-themed gymnastics routine that includes a range of shapes, balances and movements.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Gymnastic mats
- Ribbons
- Balls
- Range of apparatus (optional)
- Space-themed music



# Badminton



## Cycle A Year 5 /6 PE Scheme of Work Spring Term 2 Outdoor

This Y4 Badminton unit will teach your class a variety of different net and wall techniques, using badminton as the specific focus. The skills are taught in an engaging and motivational manner, with children learning progressively to put together racket skills, footwork steps and attack and defence skills to use in a full match. Children will learn different attack and defence shots and will discover how to use the court or playing space to give them the best chance of scoring points and defending their space.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Using balloons allows more reaction time.
- Send and receive the shuttlecock by throwing and catching before using a racket.
- A short handle racket can allow better manipulation and a larger racket face can make the shuttlecock easier to hit.
- Not using a racket at all and just using the hand can make it easier to hit the shuttlecock.
- Using a larger shuttlecock may make it easier to strike.
- A larger playing area will give players more time and space to move.
- Removing a net or barrier may improve success rate.
- Using a brightly coloured shuttlecock or a balloon with a bell inside it may help students with visual impairment.

### Home Learning

#### **Badminton Home Learning Tasks**

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Contact a local badminton group and ask them to speak to the children about the game or to lead a session on badminton techniques.

Children could watch competitive badminton matches, including singles and doubles, and look for any skills being used that they have learnt.

### **Assessment Statements**

By the end of this unit...

#### **...all children should be able to:**

- use a badminton racket to balance a shuttlecock;
- use a forehand or backhand grip to control a balloon;
- use a forehand or backhand grip to strike a balloon or shuttlecock;
- begin to use a badminton racket to hit a shuttlecock in a particular direction;
- strike a shuttlecock in different ways, altering the distance the shuttlecock travels;
- use running and chasse steps to move around a space;
- adopt the ready position but may need reminding;
- attempt a badminton serve with some success;
- attempt a rally with a partner;
- attempt an attacking shot during a rally;
- position themselves in a defensive stance when prompted;
- perform a block shot using a balloon;
- compete in a badminton game;
- attempt to use attacking and defensive shots;
- evaluate own performance in a badminton game.

### ...most children will be able to:

- use a forehand grip with a badminton racket to control a balloon;
- use a backhand grip with a badminton racket to control a balloon;
- use a badminton racket to strike a shuttlecock;
- give consideration for which grip to use (forehand or backhand grip) to strike a shuttlecock;
- control a badminton racket to send a shuttlecock in a particular direction;
- strike a shuttlecock in different ways, to alter the distance the shuttlecock travels, with increasing accuracy;
- give consideration for which step to use (running step or chasse step) to move across a space;
- adopt the ready position and identify the importance of this;
- return to a centre point but may need prompting and understand the reasons for doing this;
- use a serve to start a rally, with some control;
- maintain a rally, with some success;
- confidently use an attacking shot to score a point;
- independently position themselves in a defensive stance to face an attacking shot;
- attempt a block shot in order to return a smash shot;
- perform a badminton serve;
- use attacking and defensive skills in a game;
- evaluate own performance and attempt to improve their skills in a badminton game.

### ...some children will be able to:

- confidently use a forehand grip with a badminton racket to control a balloon;
- confidently use a backhand grip with a badminton racket to control a balloon;
- confidently use a badminton racket to strike a shuttlecock in an intended direction;
- confidently use different grips depending on the approach of a shuttlecock toward them;
- control a badminton racket to send a shuttlecock in a particular direction with accuracy;
- strike a shuttlecock in different ways, to determine the distance the shuttlecock travels;
- confidently use quick reaction times to move across the space in different ways;
- use the ready position instinctively, to gain advantage in their game;
- consistently return to a centre point and explain why this can be important;
- confidently and successfully serve a shuttlecock in an intended direction;
- confidently and consistently maintain a rally;
- confidently use an attacking shot to score a point;
- independently choose the appropriate attacking shot to use, in order to score points;
- correctly identify when to position themselves in the defensive stance and do this independently;
- know when to perform a block shot when defending and use it in appropriate situations;
- purposefully use a range of attacking and defensive techniques and skills in a full badminton game;
- confidently serve using the appropriate technique;
- successfully identify areas to improve in their own performance and specifically work on these areas in a badminton game.

## Lesson Breakdown

### 1. Racket Skills

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing racket skills for badminton.

- To use a badminton racket to control an object.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 2. Accuracy and Aim

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing racket skills for badminton.

- To use a badminton racket to strike a shuttlecock with accuracy and control.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 3. Footwork

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of developing footwork skills for badminton.

- To use different footwork to move across a space.

### Resources

- Access to the hall or other large space.
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons



### 4. Serve, Rally, Attack!

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of using a badminton racket to control a shuttlecock in order to score points.

- To use a badminton racket to control a shuttlecock in order to score points.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Shuttlecocks



### 5. Defending

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of using defensive techniques in badminton.

- To defend against an opponent scoring a point.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Shuttlecocks
- Balloons if needed



### 6. Match Point!

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of playing in a badminton match.

- To compete in a full badminton match.

### Resources

- Access to the hall or other large space.
- Badminton rackets
- Cones
- Shuttlecocks
- Balloons if needed





## Cycle A Year 5 /6 PE Scheme of Work Summer Term 1 Indoor

### Introduction

This Y5 Eco Dance unit covers a range of environmental issues, such as forms of energy, renewable and non-renewable sources of electricity, recycling, changing weather patterns and also oceans and plastic pollution. These environmental issues provide the stimuli for children's learning in dance. Children will learn about transitioning between actions in a dance and how to create a recurring motif. They will develop their use of their spatial awareness and their understanding of timing in dance, as well as the way they create lines and shapes with their bodies. This is an engaging unit that links science and themes of sustainability with the national curriculum PE aims.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Wider Learning

Children could watch a nature documentary and develop a dance inspired by something they see or hear about in this.

Children could create a poster advertising their dance performance and raising awareness of the environmental issues involved in their dance.

### Home Learning

#### Eco Dance Home Learning Tasks

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- select the most appropriate movement from a selection;
- attempt to transfer weight when performing movements;
- perform a group dance in canon with support;
- perform actions at low, medium and high levels;
- demonstrate some awareness of their body in a dance space when performing, demonstrating ideas with support;
- use suggested movements to create an ongoing motif;
- use suggested movements to communicate ideas in a dance;
- use movement suggestions that are inspired by a stimulus that include some variations in timing;
- perform some movements more slowly and some more quickly with support;
- use their arms and legs to create lines and shapes;
- use suggested movements to express a mood in a dance;
- select movements to represent ideas, putting them together to form a dance sequence;
- remember an extended dance sequence and perform this.



## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- improvise movements to represent ideas;
- transfer weight when performing two linked movements, with some success at a smooth transition;
- perform a group dance in canon, with movements performed simultaneously;
- perform movements at low, medium and high levels, showing consideration for their choices in order to communicate their ideas;
- demonstrate a good awareness of their body in a dance space when performing and representing ideas;
- develop movements to create an ongoing motif;
- use their developed movements to communicate a theme and put them together in a dance;
- be inspired by a stimulus to perform movements that include variations in timing;
- appropriately vary the timing of movements to communicate ideas;
- control their arms and legs to create strong, clear lines and shapes;
- develop movements to express a mood in a dance, giving some consideration to how lines and shapes contribute to this;
- create movements to represent ideas, putting them together to form an extended dance sequence;
- remember an extended dance sequence and perform it with some confidence and fluency.

### ...some children will be able to:

- improvise a series of movements to represent an idea;
- consider their balance and the transfer of weight when performing a series of movements, executing these successfully with smooth transitions;
- perform a group dance in canon, overlapping the movements for effect;
- use a combination of low, medium and high levels aesthetically and to communicate ideas effectively;
- demonstrate a strong awareness of their body in a dance space when performing and representing ideas, showing consideration for the dance space available to them and their partner;
- create a well-developed series of movements around a central motif;
- perform their series of movements as a dance, communicating a clear theme using a central motif;
- be inspired by a stimulus to perform a well-developed series of movements that include variations in timing;
- perform movements showing variations in timing to intentionally communicate an idea or create a mood;
- control their arms and legs well to create strong, clear lines and shapes;
- create and perform appropriate movements to express a mood in a dance, making intentional choices for how lines and shapes communicate moods and ideas to the audience;
- create movements to represent ideas, putting them together in a cohesive, extended dance sequence;
- remember an extended dance sequence and perform with confidence and fluency.

*Teacher Note - Please check that the content in this link/links, including any lyrics exhibited or comments, is suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third-party websites.*

## Lesson Breakdown

### 1. Energy

To perform dances using a range of movement patterns in the context of creating a dance inspired by the theme of environmental issues.

To use transitions to link movements together smoothly.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space
- Access to appropriate music (our suggested music is Three
- Trees by Jacob Tillberg, which can be found [here](#) or on a streaming service)



## Lesson Breakdown

### 2. Electricity

To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.

To use spatial awareness and demonstrate this skill effectively in a dance.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space
- Access to appropriate music (our suggested music for the levels activity is [here](#) and suggested music for dancing is [Electricity by OMD](#))



### 3. Recycling

To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.

To demonstrate an ongoing motif throughout a dance.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space
- Access to appropriate music (our suggested music is [Around the World by Daft Punk](#))



### 4. Weather

To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.

To demonstrate variations in timing throughout a dance.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space
- Access to appropriate music (our suggested music is [The Elements - Instrumental Track by TobyMac](#))
- Tablets for filming children's dance performances



### 5. Oceans

To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.

To demonstrate strong, expressive movements throughout a dance.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access to the hall or other large space
- Access to appropriate music (our suggested music is [Blue Monday Instrumental by L'Orchestra Cinematique](#))
- Tablets for filming children's dance performances



### 6. Environmental Issues

To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.

To combine movements to create a fluent sequence.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Access to appropriate music (our suggested music is [Holding Out For a Hero - Instrumental Track by L'Orchestra Cinematique](#))
- An audience for the final performance - this could be the rest of the class, a partner class or parents

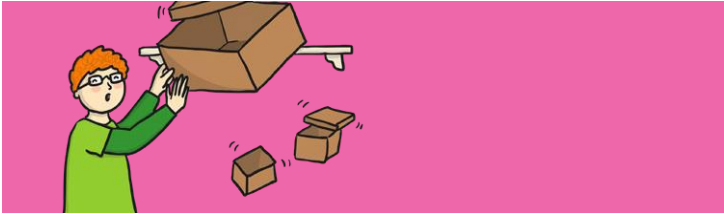


# Striking and Fielding: Rounders



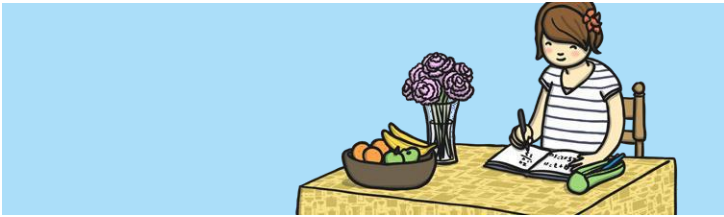
## Cycle A Year 5 /6 PE Scheme of Work Summer Term 1 Outdoor

This Striking and Fielding: Rounders unit will teach your class a range of skills to equip them for playing a competitive rounders game. The children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions. In addition to this, they will learn how to think strategically and choose and apply a range of tactics to help them perform their best.



### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure any equipment used is child-safe, age-appropriate, is in good condition and is carried safely. Make sure that all children are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE. See [Teacher Guidance: Health and Safety](#) for additional health and safety information.



### Home Learning

**Rounders Activities:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local rounders clubs, leagues or rallies that children can get involved in?

If there is a local team near you, ask some players to come in to talk to the children or arrange to take the children to watch a game.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- hold and swing a rounders bat correctly in order to connect with a bowled ball;
- bowl a rounders ball using the correct technique in order to reach the batter;
- catch a ball accurately when it is thrown directly to them;
- accurately throw a ball overarm and underarm in the right direction;
- use a range of tactics during a game when instructed and explain how these will benefit the overall strategy.

### ...most children will be able to:

- hit a bowled ball out into the field;
- control the speed and direction of the ball when bowling;
- move into the correct position or space to catch a ball that is thrown or hit into the field;
- accurately throw a ball overarm or underarm to reach a designated target;
- choose and apply relevant tactics during a game according to an agreed strategy.

### ...some children will be able to:

- hit a bowled ball with force and control the direction of the hit;
- intentionally vary the speed and style of the ball when bowling;
- perform a range of manoeuvres to enable them to get into position to make a catch when fielding (e.g. running in, diving, catching with one hand, etc.);
- accurately throw a ball overarm over a long distance in order to reach a designated target;
- develop their own tactics and strategies to positively impact gameplay.

# Lesson Breakdown

## 1. Batting and Bowling

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of batting and bowling in rounders.

- To learn the correct techniques for batting and bowling in rounders.

## Resources

- Rounders bats
- Lightweight balls for close-range practice, e.g. foam or plastic
- Tennis balls



## 2. Throwing and Catching

To use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.

- To use the correct techniques for throwing and catching when fielding in rounders.

- Rounders balls or tennis balls
- Selection of larger balls to support LA children where required
- Rounders posts and bases
- Chalk or markers



## 3. Backstop and Bases

To use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.

- To know the roles and responsibilities of the backstop and base fielders in rounders.
- To field effectively in these positions and demonstrate good skill and technique.

- Rounders balls or tennis balls
- Tennis racquets
- Rounders posts and bases



## 4. Deep Fielding

To use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.

- To know the roles and responsibilities of the deep fielders in rounders.
- To field effectively in these positions and demonstrate good skill and technique.

- Hoops – for the warm-up game
- Rounders balls or tennis balls
- Rounders posts and bases



## 5. Tactics and Strategy

To play competitive games, modified where appropriate in the context of identifying and applying tactics and strategies while playing rounders.

- To be able to 'read' the game and apply tactics to outwit opponents.

- Rounders balls or tennis balls
- Rounders posts and bases



## 6. Playing a Competitive Game

To play competitive games, modified where appropriate in the context of playing a competitive game of rounders.

- To know and apply the rules of rounders during a game.
- To use a range of throwing, catching, fielding and batting strategies.

- Rounders balls or tennis balls
- Rounders posts and bases





## Cycle A Year 5 /6 PE Scheme of Work Summer Term 2 Indoor

### Introduction

This handball unit focuses on the main attacking and defending skills and fundamentals needed to play this fast and fun invasion game. In offence, children will learn how to throw and catch the ball, as well as move, pass and shoot. In defence, they will learn how to mark and intercept. Working as a team will feature throughout the unit as children take part in a range of different handball-based modified games. They will also learn some of the rules of handball, as well as some tactics that will help them in a game scenario.

### Health & Safety

Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Wider Learning

Find out more about playing handball in schools by visiting [British Handball](#).

### Home Learning

#### Handball Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Larger, slower-moving balls, such as beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level. This could include allowing players more time to hold the ball or take more than three steps with the ball before passing it.
- Allow children to work together on adapting activities, where necessary.
- When playing modified games, use spots to create zones on the court.
- Allow wheelchair players (manual or powerchair) to move up to 5m before passing the ball.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- manipulate the ball in a range of different ways with some control;
- take part in agility drills using elements of the correct technique and demonstrating some control, balance and coordination;
- try hard to develop their quickness by taking part in quickness drills using elements of the correct technique;
- know how to grip a handball;
- use an overhead pass when throwing a handball, using elements of the correct technique and with increasing accuracy;
- work hard on refining their technique to catch a ball effectively;
- try hard to apply their throwing and catching skills when taking part in throwing and catching activities, using elements of the correct technique;
- know the 'rule of 3' for moving and passing in handball;
- sometimes combine the skills of moving and passing;
- work hard to take part in moving, passing and shooting drills, sometimes with support;
- know how to mark a player in handball and sometimes do this with success in a game;
- sometimes anticipate and react to be able to intercept the ball;
- take part in a modified game of handball, applying a few different attacking and defending handball skills;
- shoot with varying accuracy and success at a target;
- shoot with relative power and varying success at a target;
- take part in drills to test their reactions with varying success;
- sometimes use effective body positioning and technique to protect a target with varying success;
- generally try to do their best for the team;
- follow and understand some of the main rules of handball;
- apply some attacking and defending handball skills in a game with varying success;
- understand how tactics can be used to help win games.

### ...most children will be able to:

- manipulate the ball in a range of different ways with good control;
- take part in agility drills using a good technique and demonstrating good control, balance and coordination;
- take part in quickness drills using a good technique and demonstrating quick feet and acceleration;
- know how to grip a handball and generally use the correct grip when throwing;
- use an overhead pass when throwing a handball, using a good technique and with reasonable accuracy;
- use a good technique to catch a ball effectively;
- successfully take part in throwing and catching activities, using a good throwing and catching technique;
- know and execute the 'rule of 3' for moving and passing in handball in specified drills;
- combine the skills of moving and passing with some continuity;
- take part in moving, passing and shooting drills with some success;
- know how to mark a player in handball and can usually do this with success in a game;
- will often anticipate and react to be able to intercept the ball;
- take part in a modified game of handball, applying a range of different attacking and defending handball skills with some success;
- shoot with accuracy at a target with some success;
- shoot with decent power at a target with some success;
- take part in drills to test their reactions with some success;
- generally use effective body positioning and technique to protect a target with some success;
- have a positive impact on their team;
- know and follow most of the rules of handball;
- apply a good range of attacking and defending handball skills in a game with some success;
- understand how tactics can be used to help win games and use them with some success.

## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- manipulate the ball in a range of different ways with excellent control;
- take part in agility drills using an excellent technique and demonstrating excellent control, balance and coordination;
- take part in quickness drills using an excellent technique and demonstrating quick feet and acceleration;
- use the correct grip when throwing, efficiently moving the hands from a catching to throwing position;
- use an overhead pass when throwing a handball, using an excellent technique and with consistently good accuracy;
- use an excellent technique to catch a ball effectively;
- successfully take part in throwing and catching activities, using an excellent throwing and catching technique;
- know and effectively execute the 'rule of 3' for moving and passing in specified drills;
- effectively combine the skills of moving and passing with continuity;
- effectively take part in moving, passing and shooting drills;
- know how to mark a player in handball and can do this effectively in a game;
- demonstrate excellent anticipation, agility and reaction skills to be able to intercept the ball effectively;
- take part in a modified game of handball, confidently and effectively applying a range of different attacking and defending handball skills with excellent success;
- shoot with good accuracy at a target with great success;
- shoot with excellent power at a target with great success;
- demonstrate good reflexes and excellent success when taking part in drills to test their reactions;
- consistently use effective body positioning and technique to protect a target with excellent success;
- have a positive impact on their team and support and encourage teammates to do the same;
- understand and follow the rules of handball including playing fairly and honestly;
- apply many attacking and defending handball skills in a game with excellent success;
- understand and explain how tactics can be used to help win games and use them with excellent success.

## Lesson Breakdown

### 1. Agility, Quickness and Ball Control

To develop flexibility, strength, technique, control and balance.

To practise ball control, agility and quickness.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Agility ladders
- Stopwatches



### 2. Throwing and Catching

To use running, jumping, throwing and catching in isolation and in combination.

To develop and refine throwing and catching skills.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Beanbags
- Hoops
- Containers



## Lesson Breakdown

### 3. Attacking - Moving and Passing

To use running, jumping, throwing and catching in isolation and in combination.

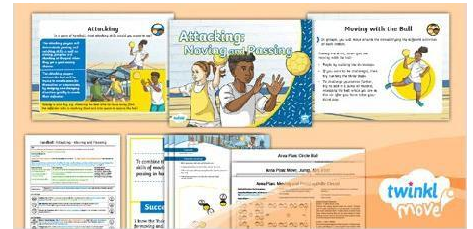
To combine the skills of moving and passing in handball.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Targets, such as skittles or hoops



### 4. Defending - Marking and Intercepting

To use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance.

To use the defensive skills of marking and intercepting in a game.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Agility ladders



### 5. Shoot and Protect

To use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance.

To aim for a target.

To protect a target.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Gymnastic mats
- Tennis balls
- Beanbags
- Hoops



### 6. Handball Festival

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To work as part of a team.

To participate in a class handball tournament.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- Cones
- Rubber or soft bouncy balls (that can be gripped with one hand)
- Gymnastic mats
- Cones or sequencing spots
- Stopwatch
- Different coloured sets of bibs
- Benches







## Cycle A Year 5 /6 PE Scheme of Work Summer Term 2 Outdoor

In this athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills. They will be running for speed and endurance as well as learning the technique for the standing vertical jump. They will also learn the technique for throwing the discus (the fling throw) and practise other types of throwing techniques, including the one-handed pull throw (javelin) and the one-handed push throw (shot-put). The children will have the opportunity to take part in individual, paired and group activities and games.



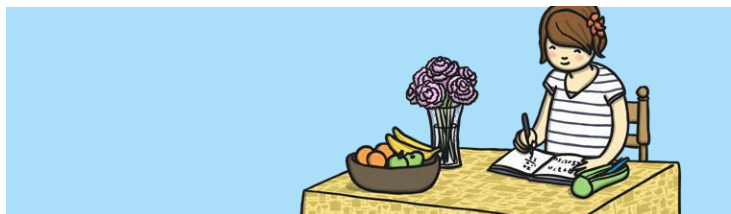
### Health & Safety

Check the area for any hazards before beginning the lesson. Ensure all equipment and apparatus used is checked regularly and in good condition. Make sure that all children are appropriately dressed for outdoor athletic activity. Warm up at the beginning and cool down and/or stretch at the end of every lesson. Follow your school's risk assessment when teaching PE.

For the throwing activities, ensure there is adequate space available and leave plenty of space between throwers. If space is limited, children could throw towards a target on a wall instead. Always throw from the inside to the outside of an area. Make sure the area ahead is clear before throwing. Be aware that fling and heave throws tend to be more difficult to control in terms of accuracy.

For jumping activities, emphasise the importance of and remind the children how to land safely.

**Equipment:** Most of the equipment required for each lesson is universally available at every school; however, some more specialist athletic equipment is required for the throwing-based lessons. If primary shot-puts, discuses and javelins are not available, please see the suggestions of alternative equipment to use in the 'Resources' section of the lesson plans.



### Home Learning

**Athletics Activities:** This activity sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Go to [britishathletics.org.uk](http://britishathletics.org.uk) for information and news on British athletics as well as how to get started and where to find your local club.

You could arrange for some local athletes or coaches to visit your class.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- identify and show knowledge of some athletic events and techniques;
- practise existing basic running, throwing and jumping skills;
- practise reaction times and investigate different sprint starts;
- show that they are beginning to develop their technique for the most effective sprint start;
- develop their running technique for sprinting, showing some coordination and control;
- demonstrate some stamina in order to maintain a sustained run;
- show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support;
- follow step-by-step instructions and copy a range of throwing techniques with some accuracy;
- develop their ability to throw for both distance and accuracy;
- compete against self and others and demonstrate some improvements to achieve their personal best;
- recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve.

#### ...most children will be able to:

- identify and know about a variety of athletic events and techniques;
- apply and develop existing running, throwing and jumping skills;
- practise and improve reaction times and identify an effective sprint start;
- demonstrate a sound technique for a sprint start to improve the acceleration phase;
- develop and improve their running technique for sprinting, showing good coordination and control;
- demonstrate stamina in order to maintain a sustained run;
- show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy;

- follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success;
- compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best.
- evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.

**...some children will be able to:**

- show knowledge of and comment upon a variety of athletic events and techniques, such as running style and throwing technique;
- confidently and consistently apply existing skills and knowledge in a variety of athletic activities;
- try to achieve the greatest speed, height, distance and accuracy in a range of running, throwing and jumping activities;
- demonstrate good reaction times to achieve an effective sprint start;
- demonstrate speed, power and coordination when sprinting, combining an effective sprint start with an effective running technique;
- run for sustained periods, demonstrating stamina, fitness and endurance;
- confidently execute the standing vertical jump, demonstrating an effective take-off flight and landing to achieve the highest possible height and measure their jump with accuracy;
- learn, develop and refine a range of throwing techniques with good control, accuracy, fluency and success;
- consistently combine and display a range of learnt skills and techniques with success, confidence and control when participating in running, jumping and throwing activities and games;
- compete against self and others in a controlled manner, always striving for improvement to achieve their personal best;
- identify, modify and refine their technique to improve their own and others' performance and suggest technical ways to improve.

# Lesson Breakdown

## 1. FUNdamentals

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination in the context of athletics.

- To practise and refine existing running, jumping and throwing skills.

## Resources

- Agility ladders
- Medium sized balls
- Cones
- Low-level hurdles
- Chalk
- Netballs or basketballs



## 2. Sprint Start

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination in the context of sprinting in athletics.

- To use an effective technique for sprinting including the sprint start.

- Cones
- Footballs



## 3. Endurance Running

To use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics.

- To sustain my running pace over longer distances.

- Cones
- Stopwatches



## 4. Jumping for Height

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance in the context of the standing vertical jump.

- To practise jumping for height.

- Cones
- Chalk
- Low-level hurdles
- Tape measures/rulers
- Skipping ropes
- Hoops
- Tennis balls
- Netballs
- Stopwatches
- Bubbles



## 5. Fling Throw

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance in the context of fling throw (discus).

- To learn the fling throw technique.

- Large, soft balls
- Beanbags
- Skipping ropes
- Tape measures
- Hoops
- Primary discuses



## 6. Throwing Gala

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination in the context of the throwing events in athletics.

- To use a variety of throwing techniques.

- Hoops
- Beanbags
- Cones
- Skipping ropes
- Primary javelins
- Primary shot-puts
- Primary discuses



# Gymnastics: Movement



## Cycle B Year 5 /6 PE Scheme of Work Autumn Term 1 Indoor

This Gymnastics: Movement unit will teach your class how to perform a variety of floor and vault movements. The children will learn stag leaps, dive forward rolls, hurdle steps into cartwheels and round-offs and the straddle over vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. Children will have the opportunity to choreograph their own sequences and routines and perform individually and as part of a larger group.

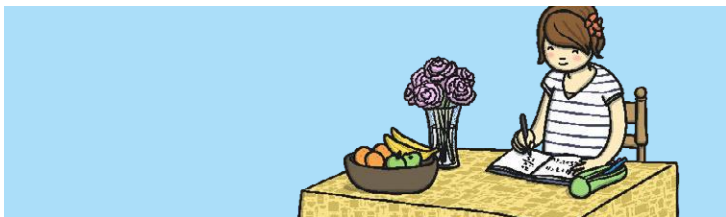


### Health & Safety

Check the hall for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after.

Follow your school's risk assessment when teaching PE. See **Teacher**

**Guidance: Health and Safety** for additional health and safety information.



### Home Learning

**Gymnastics Movement Activities:** This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend, or with a partner during school or extra-curricular time.



### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics.

Find out if there are any gymnastics competitions you can enter. The Key Steps Programme is a good introduction to competitive gymnastics.

[www.british-gymnastics.org](http://www.british-gymnastics.org)

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- describe the new movements learnt in the unit;
- perform recognisable movements, e.g. a pike backward roll that looks like a pike backward roll;
- describe how their performance has improved over the lesson;
- link a series of different movements together to form a short routine;
- practise and refine their own movements independently, showing awareness of others around them.

### ...most children will be able to:

- describe how to perform the new movements learnt in the unit;
- perform movements that show good understanding and control of the key skills needed;
- describe what they have done or changed in order to better their performance during a lesson;
- link a series of movements together to create a routine with a theme or style;
- practise and refine their own movements and 'spot' and advise others around them.

### ...some children will be able to:

- describe how the new movements learnt in the unit fit into a series of progression;
- perform movements to a high standard and link multiple movements competently, e.g. link a sequence of different or similar movements;
- analyse and apply skills needed to improve or extend a movement or sequence;
- link a series of movements, choosing repetitive elements, spacing, speed and precision and control in movement, to reflect a theme or style;
- practise and refine their own movements, 'spot' and advise others around them and instinctively and creatively explore how to progress and extend their skills and abilities.

# Lesson Breakdown

# Resources

## 1. Jumps and Leaps

Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.

- To accurately perform a cat leap full turn and a stag leap.

- Mats
- Benches or agility tables



## 2. Rolls

Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.

- To accurately perform a dive forward roll and a pike backward roll.

- Mats
- Foam Rollers – if required/available
- Foam Wedges – if required/available



## 3. Vaulting

Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.

- To accurately perform a straddle over vault.

- Mats
- Agility tables or benches



## 4. Cartwheels and Round-Offs

Develop flexibility, strength, technique, control and balance by learning and performing a hurdle step into cartwheel and round-off.

- To perform a hurdle step into a cartwheel and a round-off.

- Mats



## 5. Linking Movements

Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.

- To perform a series of similar movements in quick succession, linked together to form a sequence.

- Mats
- Music – prepare a piece for the whole class or per group (approx. one and a half minutes long)



## 6. Performance

Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a group gymnastics routine.

- To work in a large group to choreograph and perform a gymnastics routine in time to music.

- Mats
- Music – pre-prepared pieces for the whole class or per group (approx. one and a half minutes long)





## Cycle B Year 5 /6 PE Scheme of Work Autumn Term 1 Outdoor

### Introduction

This OAA unit focuses on problem-solving activities and challenges. Throughout the unit, children will be required to work as part of a team, to solve a range of different problems that focus on collaboration and effective communication, testing their levels of perseverance as well as leadership skills. They will take part in a range of team building activities, improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing an orienteering exercise. In the final lesson of the unit, they will work collaboratively to plan and prepare an orienteering course and subsequently attempt completing timed orienteering courses that other pupils have designed. There is a focus on cooperation, communication and teamwork throughout the unit, which are all essential skills needed for outdoor adventurous activities.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the outside area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. As with all activities, it is important that health and safety and risk assessments are undertaken beforehand. Always follow your school's risk assessment when teaching PE.

### Including children with disabilities in PE

Outdoor and adventurous activities are ideal for including all pupils, often with minimal or no adaptations necessary. In many activities, all pupils can work together at a level appropriate to their individual needs.

However, here are a list of considerations, suggestions and adaptations for activities and tasks to facilitate the inclusion of children with disabilities in OAA:

- Consider using sound, touch or different colours to help pupils with navigating around trails and orienteering courses.
- Consider using different forms of communication, e.g. verbal prompts, so that pupils have full access to the tasks.
- Alternative routes for orienteering may need to be considered, with wheelchair routes or stable ground for pupils with walking aids.
- Assign pupils specific roles within a group, such as chair, scribe, reporter or observer. This ensures all pupils can be fully involved and can also help to keep them focused.
- Shorter distances or smaller areas may make activities easier.
- Start pupils at different times or from different places.
- Vary the speed of the activity, e.g. everyone walks.
- Suggest that everyone closes their eyes in certain activities, ensuring safety at all times.
- Use a buddy system where one pupil helps to facilitate an activity for another, e.g. as a guide for a visually impaired child.
- In orienteering activities, raise controls off the ground to provide easy access.
- Create a shorter or simpler course within or alongside the regular course.

### Wider Learning

Find out more about orienteering in schools by visiting the [British Schools Orienteering](#) website. There is also lots of useful information on the [British Orienteering](#) website.

To locate your nearest club, use the British Orienteering website [club finder](#).

[Xplorer](#) is a fun navigation challenge that can be done in the local park and something that the whole family can enjoy together. It involves both physical activity and decision making, as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area, whilst being educational at the same time.

### Home Learning

#### OAA Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- use a step-by-step approach to solve problems, with support;
- work effectively with others to solve problems, sometimes with success;
- answer questions to aid the evaluation process in relation to problem-solving strategies;
- understand what perseverance is and demonstrate this some of the time when faced with problems and challenges;
- sometimes work effectively with others to achieve a common goal;
- sometimes approach tasks with a positive attitude;
- understand how to give verbal communication effectively and sometimes demonstrate this when giving information and instructions to others;
- know different methods to communicate non-verbally and can sometimes use these effectively;
- can sometimes work effectively with others to achieve a common goal;
- effectively lead a small group through a warm-up and/or cool-down activity, with support;
- have a role in the team, sometimes cooperating well with others;
- demonstrate one or two elements of good leadership;
- work as part of a team, sometimes try their best to complete the challenges;
- understand what a strategy is and some of the steps needed to make and carry out one effectively;
- orientate and follow a map to find control points in timed conditions, with support if necessary;
- understand the basics of orienteering and use this knowledge to help design a themed orienteering activity, with support if necessary;
- work with others to put on an orienteering activity for a specified group of children.

### ...most children will be able to:

- use a step-by-step approach to solve problems;
- work effectively with others to solve problems, often with success;
- evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group;
- understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges;
- show the ability to work effectively with others to achieve a common goal, often with success;
- usually approach tasks with a positive attitude;
- understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood;
- know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities;
- effectively lead a small group through a warm-up and/or cool-down activity;
- have an important role in the team, usually cooperating well with others;
- demonstrate some elements of good leadership;
- work as part of a team, often trying their best to complete the challenges;
- understand what a strategy is and the steps needed to make and carry out one effectively;
- demonstrate effective strategising at times;
- successfully orientate and follow a map to find control points in timed conditions;
- understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions);
- work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children.

### ...some children will be able to:

- use a step-by-step approach to solve problems, often taking the lead within the group and supporting others;
- work effectively with others to solve problems, with great success;
- competently evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group and can suggest ways to improve;
- identify and talk about perseverance in a range of situations, demonstrating this all of the time when faced with problems and challenges;
- work effectively with others to achieve a common goal, usually with success;
- always approach tasks with a positive attitude;
- demonstrate excellent verbal communication skills by speaking clearly and concisely, summarising points and checking everyone has understood - all while remaining calm under pressure;
- suggest and demonstrate a range of different methods to communicate non-verbally and use them to effectively solve different problem-solving activities;
- expertly lead a small group through a warm-up and/or cool-down activity;
- have an instrumental role in the team, always cooperating well with others;
- demonstrate many elements of good leadership;
- work as part of a team, always trying their best to complete the challenges;
- understand what a strategy is and the steps needed to make and carry out one effectively;
- often demonstrate effective strategising;
- confidently orientate and follow a map to find control points in timed conditions;
- use their good knowledge and understanding of orienteering to help design an engaging and themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions);
- work collaboratively, taking an instrumental role, to put on an appropriately challenging orienteering activity for a specified group of children.

## Lesson Breakdown

### 1. Perfect Problem-Solving

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To work systematically and as part of a team to solve a range of problems.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- cones
- hoops



### 2. Positivity and Perseverance

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To demonstrate positivity, perseverance and effective teamwork when completing a range of challenges.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- gymnastic mats
- dodgeballs (or large, soft, foam balls)
- tennis balls
- table tennis balls
- beanbags
- cones
- coloured spots



### 3. Expert Communication

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To use a range of communication methods effectively during problem solving activities and challenges.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- coloured spots (alternatively use cones or hoops)
- blindfolds
- skipping ropes
- containers
- beanbags
- cones



### 4. Leadership and Cooperation

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To demonstrate effective leadership skills.

To work together effectively to achieve a common goal.

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- footballs
- skipping ropes
- beanbags
- hoops
- cones



### 5. Dream Team Showdown

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To work effectively with others to complete a range of challenges.

To work effectively with others to plan and carry out a game plan (strategy).

#### Resources

[Lesson Pack](#)

Standard School Equipment:

- hoops
- blindfolds
- cones
- large foam balls
- small foam balls





## 6. Competitive Orienteering

To take part in outdoor and adventurous activity challenges, both individually and within a team.

To compete in a timed orienteering team relay event.

To work as part of a team to design a themed orienteering course.

## Resources

### [Lesson Pack](#)

Standard School Equipment:

- hoops
- cones
- stopwatch
- sticky tape/masking tape
- paper
- pens/pencils



# Dance: Electricity



## Cycle B Year 5 /6 PE Scheme of Work Autumn Term 2 Indoor

This 'Dance: Electricity' unit will teach your class a range of different techniques required in the art of dance. These include: the skill of improvisation; how to react appropriately to different stimuli; how to move with precision, control and fluency; how to use movement to demonstrate an idea and how to evaluate and improve their performance. Children will end the unit by creating a dance phrase to represent their own take on 'The Journey of a Spark'. The children will develop their skills of cooperation, working both in pairs and small groups to create these movement phrases.



### Health & Safety

(including food allergies) – In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

**Dance Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

If you have a dance studio locally, arrange a visit to watch some rehearsals, or have some of the dancers visit your class.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- use the skill of improvisation, responding to stimuli;
- begin to adapt and change their movements according to different stimuli;
- combine and link a small number of movement phrases and patterns;
- begin to understand the importance of warming up;
- begin to identify strengths and areas in which they could improve.

### ...most children will be able to:

- demonstrate a range of dance techniques, such as isolation, tempo, repetition etc;
- combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group;
- create movements in response to different sounds;
- respond and react accordingly to their partner's/ group member's dance movements;
- clearly create movements to represent an idea;
- assess their own and other's performances and begin to suggest improvements.

### ...some children will be able to:

- incorporate a range of dance techniques into a dance phrase to represent 'A World Without Electricity';
- listen to, and respond accordingly, to advice from others as to how to improve their performance;
- take responsibility for their own skill progression by suggesting ways to make activities more challenging;
- identify how specific activity affects their body.

# Lesson Breakdown

# Resources

## 1. Taming Electricity

To perform dances using a range of movement patterns.

- I can respond to stimuli, improvising freely using a range of controlled movements.

- None



## 2. Circuits

To perform dances using a range of movement patterns.

- I can perform a variety of dance techniques with accuracy and consistency.

- Mats
- Cones



## 3. Musical Moves

To perform dances using a range of movement patterns.

- I can work with a group to create appropriate dance movements to fit with different musical stimuli.

- A percussion instrument (for example drum)
- Electronic music



## 4. Power House

To perform dances using a range of movement patterns.

- I can represent objects and actions through a dance phrase.

- None



## 5. The Journey of a Spark

To perform dances using a range of movement patterns.

- I can select and use a range of movements to create a dance phrase that demonstrates my ideas.

- Mats
- Cones
- Hoops
- Skipping ropes



## 6. Sharing the Spark!

To perform dances using a range of movement patterns.

- I can suggest and make improvements to my group's dance phrase, based on peer feedback.

**Success Criteria Sheet** - from lesson 4

- Hoops
- Mats
- Skipping rope
- Audio (if required)



# Invasion Games



## Cycle B Year 5 /6 PE Scheme of Work Autumn Term 2 Outdoor

This 'Invasion Games' unit recaps on the fundamental skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. It also covers attacking skills, such as shooting and changing direction with the ball in football using the drag back and stop turn. Defending skills such as shadowing and tackling are also covered. The unit culminates in the children inventing, playing and evaluating their own invasion games to include elements such as invading/attacking, protecting/defending and a scoring system. There are numerous opportunities for leading others within the lessons through warm-ups, cool-downs and other activities. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.



### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Follow your school's risk assessment when teaching PE.

For hockey based skills and activities: Make sure the children don't raise their sticks above head height and remind them to check the area around them is clear before pushing the ball. Ideally, children use a 'Quicksticks' hockey ball, which is oversized and lightweight, and has been designed for playground use, which means that shin pads and gum shield are not required. A variety of balls of different sizes can alternatively be used to differentiate and suit the needs of the certain groups or individuals. When playing hockey indoors, then a softer ball is advised.



### Home Learning

Invasion Games Activities: This Activity Sheet provides children with a set of six activities/games linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

Research a variety of invasion games and find out more about how you can get involved outside of school by visiting the following websites:

[Football](#)

[Netball](#)

[Hockey](#)

[Basketball](#)

## Assessment Statements

### By the end of this unit...

#### ...all children should be able to:

- help lead and take part in warm-ups and cool-downs safely;
- move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction;
- pass and receive the ball using the correct technique in one or more invasion games with some control and accuracy;
- begin linking together different skills in a game with some fluency and success;
- begin demonstrating an awareness of space in a game;
- create rules to play a new game successfully, with support;
- follow more complex rules to play a new game, with support;
- demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success;
- evaluate their own and others' work and suggest improvements with support.

#### ...most children will be able to:

- lead and take part in warm-ups and cool-downs safely and effectively;
- move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction;
- pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy;
- link dribbling and passing skills together with success and fluency;
- use space well to pass and receive a ball;
- follow complicated rules to play a new game successfully;
- create a new game to include certain criteria and explain it to others successfully;
- begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games;
- evaluate their own and others' work, suggesting appropriate improvements.

#### ...some children will be able to:

- confidently lead and take part in warm-ups and cool-downs safely and effectively;
- show confidence in moving and changing direction with the ball using the correct technique in a variety of invasion games with speed, control and fluency and support others in doing so;
- choose the best pass to make in a game situation and execute it with accuracy and precision;
- link together different skills in a game consistently and effectively, such as passing the ball on the move;
- use space effectively and intentionally to help keep possession of the ball;
- take a leading role in creating a complex set of rules for a new game, to involve certain criteria and present it to others successfully;
- follow rules in a range of more complex invasion games and support others to do so;
- select and apply knowledge of skills and techniques for attacking and defending in a range of invasion games effectively;
- thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

# Lesson Breakdown

# Resources

## 1. Dribble It!

To develop flexibility, strength, technique, control and balance.

- To apply skills and knowledge to be able to move with the ball.

- Basketballs
- Footballs
- Hockey balls
- Hockey sticks
- Cones
- Tennis rackets
- Tennis balls
- Rugby balls
- Netballs
- Cricket bats



## 2. Pass It!

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

- To apply skills and knowledge to be able to pass and move with the ball.

- Basketballs
- Footballs
- Hockey balls
- Hockey sticks
- Cones
- Tennis rackets
- Tennis balls
- Rugby balls
- Netballs
- Cricket bats



## 3. All about Attacking

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

- To apply a variety of attacking skills and techniques in a game.

- Footballs
- Agility ladders (cones can be used as an alternative)
- Cones
- Bibs
- Pencils and clipboards
- Football goals (cones can be used as an alternative)



## 4. All about Defending

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

- To apply a variety of defending skills and techniques in a game.

- Footballs
- Cones
- Bibs
- Pencils and clipboards
- Football goals (cones can be used as an alternative)



## 5. Invent It!

To develop flexibility, strength, technique, control and balance.

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

- To invent a new game that requires attacking and defending skills.

- Hoops
- Beanbags
- Cones
- Equipment that might be used to invent a new invasion game, e.g. selection of balls, hockey sticks, hoops



## 6. Invasion Game Gurus

To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

- To apply the skills and techniques I have learnt to play an invasion game and evaluate its success.

- Footballs
- Hoops
- Cones
- Beanbags
- Bibs
- Equipment that might be used to invent a new invasion game, e.g. selection of balls, hockey sticks, hoops





## Cycle B Year 5 /6 PE Scheme of Work Spring Term 1 Indoor

### Introduction

This Y6 Circuit Training unit will allow your class to focus on a range of different types of exercise. Children will learn about exercise guidelines and will consider the benefits of different types of exercise on their mental and physical wellbeing. They will learn about safe exercise practices, and healthy ways to exercise for full wellbeing. The skills are taught in an engaging and motivational manner, with children taking part in four different circuits before being asked to devise their own circuits to meet specific needs in lessons five and six.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Home Learning

#### Circuit Training Home Learning Tasks

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Wider Learning

Contact a local gym and invite a trainer in to run a circuit training session.

Children could develop a circuit based on their learning and could guide another class through their chosen exercises.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Visually impaired children could run with a sighted partner using light tactile guidance on the arm. They can try to step 'inside' legs together. Verbal guidance from the teacher and other children positioned along the route may be helpful.
- Agree suitable start signals for children with hearing or visual impairments.
- Some children may require more frequent rest intervals, or the opportunity to be seated for elements of the session.
- Explore movement alternatives. For example, an exercise such as a squat and punch could be done seated with the child performing the punching element with their arms.
- The use of a ball that makes a noise may be useful for children with hearing impairments.

## Assessment Statements

By the end of this unit...

...all children should be able to:

- understand what circuit training involves and can follow instructions to complete a range of different 'mild' exercises;
- identify one way to exercise safely and follow this example;
- identify which exercises feel the hardest;

- create a personal target to aim for;
- understand that exercise makes muscles stronger;
- give instructions to complete four exercises;
- choose exercises with a group.

...most children will be able to:

- understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises;
- identify two or more ways to exercise safely and follow these examples;
- use the talk test to measure exercise intensity;
- create a personal target, work towards it and can express how this feels;

- identify which muscle groups are targeted in different exercises;
- give instructions to complete four exercises, with simple adaptations for ability;
- select exercises to suit particular needs.

Continued on the next page ▼

...some children will be able to:

- understand what circuit training involves and can follow instructions to complete a range of different 'spicy' exercises;
- confidently explain ways to exercise safely and can follow these examples in their own training;
- use pulse rate to measure exercise intensity;
- create a personal target and can work towards it, as well as express how this feels and how this can

boost a person's confidence;

- identify how different exercises make specific muscles stronger and can explain this is important;
- give instructions to complete four exercises with thoughtful adaptations for ability;
- clearly explain why they have chosen exercises to suit particular needs.

## Lesson Breakdown

### 1. Circuit Safety

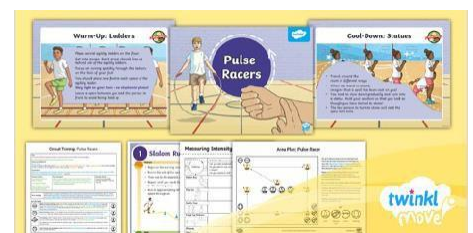
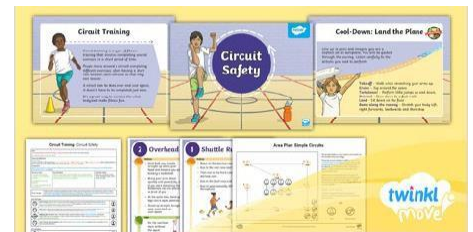
To develop flexibility, strength, technique, control and balance.

To understand ways to exercise safely.

### Resources

#### Lesson Pack

- Access to the hall or other large space
- cones
- benches - two
- gymnastics mats - four
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in the some of the exercises).
- stopwatch - optional



## 2. Pulse Racers

To develop flexibility, strength, technique, control and balance.

To understand and recognise exercising at different levels of intensity.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- cones
- benches - two
- beanbags
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in some of the exercises).
- stopwatch - optional

## 3. Personal Targets: Mental Wellbeing

To develop flexibility, strength, technique, control and balance.

To understand how exercise can boost mental wellbeing.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- cones
- basketballs - four
- gymnastics mats - four
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in some of the exercises).
- stopwatch - optional

Continued on the next page

## 4. Circuits and Strength

To develop flexibility, strength, technique, control and balance.

To understand how exercise can improve physical strength.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- cones
- benches - two
- gymnastics mats - eight
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in some of the exercises).
- stopwatch - optional



## 5. Leading Individual Sessions

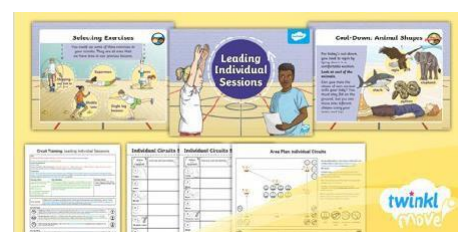
To develop flexibility, strength, technique, control and balance.

To lead another individual in a circuit of exercises.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- cones
- gymnastics mats - four
- basketballs - four
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in some of the exercises).
- stopwatch - optional





## 6. Group Training

To develop flexibility, strength, technique, control and balance.

To work as a group to lead a training session.

## Resources

### Lesson Pack

- Access to the hall or other large space
- cones
- benches - two
- basketballs - four
- skipping ropes - four
- wall space or chairs (to be made available for the LA children to use for support in some of the exercises).
- stopwatch - optional



# Netball

PE | Year 6 | Unit Overview



## Cycle B Year 5 /6 PE Scheme of Work Spring Term 1 Outdoor

This 'Netball' unit will teach your class the skills players need to play both in defence and attack. The children will learn how to pass and catch the ball using a range of techniques. Defensively, they will develop their skills of marking, including one-on-one marking. Offensively, they will learn how to get free from a defender using skills such as the dodge and straight lead run and the skill of pivoting. They will also learn the technique for shooting and how to do a toss-up. Different netball rules will be covered each week and there will also be a focus on playing as part of a team and evaluating their own and others' performances. The unit culminates with a High 5 Netball tournament, where the children will have an opportunity to put their newly developed skills into practice in competitive games.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.

[High 5 Netball](#) is recommended for primary age children. It has been designed for the under 11s to introduce them to netball as the rules allow more freedom around the court and give players more time to make decisions.

Size 4 netballs are recommended for younger players to play with, usually below the age of 10. Size 5 netballs are the official size.

### Non-Participation Sheets:

An activity sheet is included in every lesson for any children who are unable to physically take part. It ensures all children can be involved in the learning taking place in the lesson and work towards an appropriate learning goal. The resources include questions about the skills and activities taking place. The activity sheet often requires the identification of good practice and evaluation of others' performances. It also includes a section called 'Look out for ways to get involved in your PE lesson today' and a list of 'Additional Activities' that include some open-ended tasks to keep children engaged and focused throughout.

### Home Learning

#### Netball Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular

#### Wider Learning

Visit the [England Netball](#) website to find out more about England's biggest female team sport. The website has lots of useful information including an area specifically for [Primary Schools](#) and [Bee Netball](#).

Bee Netball is a programme that focuses on friendship, inclusion and fair play through netball. The framework emphasises valuable skills such as social, emotional and teamwork, rather than how good they are at the sport itself.

Encourage children to join their local netball club. You can find your local club [here](#) or search for your County Netball Development Officer in the [My Region](#) section on the England Netball website, who can put you in touch with a club accredited by the England Netball CAPs scheme (Club Action Planning). CAPs is the minimum operating standard for junior clubs, and is part of the national Clubmark scheme governed by Sport England. If a club is CAPs accredited, it will have all of the correct safeguarding in place for young people.

A school and club link can be as simple as a club giving you posters to put up or flyers to give out to pupils, or the club may even be able to

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- catch a netball with two hands with some confidence and success;
- use elements of the correct technique for the chest pass, with some success;
- use elements of the correct technique for the shoulder pass, with some success;
- catch a netball with one and two hands with some confidence and success;
- use elements of the correct technique for the bounce pass, with some success;
- use elements of the correct technique for the overhead pass, with some success;
- use more than one type of netball pass in a game situation;
- land in different ways without the ball and begin to co-ordinate catching the ball with different landings;
- pivot using the correct footwork in activities that focus only on this skill and begin to combine the skill of pivoting with other learnt netball skills;
- understand the footwork rule and sometimes demonstrate their understanding in a game situation;
- move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario;
- know how to dodge and lead and sometimes apply these attacking moves to outwit a defender in specific drills to practise these skills;
- apply some of the attacking movement skills they have learnt to outwit a defender with some success in a game;
- know how to mark an opposition player who is in possession of the ball (marking the ball) and sometimes adopt elements of the correct technique when doing this in a game;
- know how to mark an opposition player who is not in possession of the ball (marking the player) and

## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- consistently move to meet the netball to catch it with two hands, bringing it safely into the chest;
- execute the chest pass with control and accuracy;
- execute the shoulder pass with control and power;
- catch a netball with both one and two hands, bringing it safely into the chest;
- execute the bounce pass with control and accuracy;
- execute the overhead pass with control and power;
- effectively use a range of passes in a game situation;
- land with one or two feet with or without the ball;
- use the correct footwork to pivot in a range of situations and scenarios;
- understand the footwork rule and demonstrate their understanding in a game situation;
- move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario;
- effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills;
- apply a range of attacking movement skills they have learnt to outwit a defender with success in a game;
- know how to mark an opposition player who is in possession of the ball (marking the ball) and does this with some success in a game;
- know how to mark an opposition player who is not in possession of the ball (marking the player) and do this with some success in a game;
- perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success;
- use a range of attacking and defending skills to contribute towards the success of their team;
- understand and demonstrate being part of a team in a range of ways;
- evaluate their own and other's performance, sometimes suggesting appropriate improvements.

### ...some children will be able to:

- use an excellent technique to catch the netball with two hands confidently and consistently;
- confidently execute the chest pass with accuracy, consistency and control in a range of situations;
- confidently execute the shoulder pass with accuracy, consistency and control in a range of situations;
- use an excellent technique to catch the netball with both one and two hands confidently and consistently;
- confidently execute the bounce pass with accuracy, consistency and control in a range of situations;
- confidently execute the overhead pass with accuracy, consistency and control in a range of situations;
- choose the most appropriate netball pass in a game situation and execute it with success;
- catch a netball while in motion using both a one or two-footed landing;
- use efficient footwork including pivoting in a range of situations and scenarios;
- demonstrate an excellent understanding of the footwork rule and adhere to it in a game situation;
- demonstrate excellent footwork, speed and agility to move at a range of speeds and in different directions

## Lesson Breakdown

### 1. Passing and Catching Part 1

Use running, jumping, throwing and catching in isolation and in combination in the context of passing the ball in netball.

- To improve and refine catching and throwing in netball.

#### Resources

- Netballs
- Cones



### 2. Passing and Catching Part 2

Use running, jumping, throwing and catching in isolation and in combination in the context of passing and catching in netball.

- To use a range of netball passes.
- To know how to catch a netball in different ways.

#### Resources

- Netballs
- Hoops
- Cones



### 3. Footwork and Pivoting

To develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of pivoting and footwork in netball.

- To know how to pivot.
- To understand the footwork rule in netball.

#### Resources

- Netballs
- Hoops



### 4. Outwit Your Defender

To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking movement skills in netball.

- To know how to outwit a defender to receive a pass.

#### Resources

- Netballs
- Cones
- Bibs



### 5. Attacking and Defending

To develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and shooting in netball.

- To know how to one-on-one mark an opposition player.
- To aim for a target.

#### Resources

- Netballs
- Cones
- Bibs
- Hoops
- Netball posts (if you have them)



### 6. High 5 Netball Tournament

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending; To compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of a High 5 Netball tournament.

- To play in a netball tournament.
- To evaluate my own and others' performance.

#### Resources

- Cones
- Hoops
- Netballs
- Bibs
- Netball posts (if you have them)



# Gymnastics: Shape and Balance - Rivers and Mountains



## Cycle B Year 5 /6 PE Scheme of Work Spring Term 2 Indoor

In this Gymnastics: Shape and Balance unit, children will learn how to use gymnastics shapes and balances to communicate their learning about rivers and mountains.

The children will learn and perform individual point balances and partner balances and will use these to create group formations to represent mountains and mountain ranges. They will also perform some rhythmic gymnastics to represent the features of the river course and learn how to create a range of shapes with their bodies, both on the floor and on apparatus. At the end of the unit, they will combine their skills to plan and perform group sequences which incorporate all the skills from across the unit by linking their shapes, movements and balances to music. Throughout each lesson, children will be encouraged to evaluate their own and others' performances and suggest ideas for improvement.

### Health & Safety

Check the space for any hazards before beginning the lesson. Ensure any equipment used is child-safe, age-appropriate, in good condition and is carried safely. Make sure that all children have bare feet and are appropriately dressed, with no loose clothing that could get caught. Long hair should be tied back and jewellery removed. Warm up and stretch before every lesson and cool down and stretch after. Follow your school's risk assessment when teaching PE.

### Home Learning

#### Gymnastics: Shape and Balance Activities

This Activity Sheet provides children with a set of six activities linked to their learning in this unit. Activities can be completed at home with a family member or friend or with a partner during school or extra-curricular time.

### Wider Learning

Why not find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.

Explore the difference between artistic, rhythmic and acrobatic gymnastics and acro-dance. Visit [British Gymnastics](http://www.britishgymnastics.org) to find out more about gymnastics.

### Assessment Statements

By the end of this unit...

...all children should be able to:

- create some shapes with a gymnastics ribbon to represent river features;
- use shape and movement to represent the upper, middle or lower course of a river and some river features;
- create and hold a balance that represents mountain shapes on two, three and four points of their bodies;
- move into and out of a balance or shape with some fluency and control;
- work with a partner to create a range of body shapes and balances to depict different mountain features;
- work with a partner and as part of a group, listening to and sharing ideas;
- perform a range of counterbalances with a partner;
- perform a range of straightforward part-weight partner balances safely and effectively;
- follow direction to form creative body shapes, balances and positions to represent mountain ranges;
- think of, plan and perform some rhythmic gymnastics, shapes, balances and movements that fit a river journey theme;
- select and use appropriate apparatus in a sequence;
- perform a group sequence by linking shapes, movements and balances and using apparatus effectively;
- say what is good about their own and others' performances.

## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- create a good range of shapes with a gymnastics ribbon to represent river features;
- use shape and movement to represent the changing course of a river and specific river features;
- create and hold a range of balances that represent mountain shapes on one, two, three and four points of their bodies;
- move into and out of a balance or shape using interesting and creative ways with fluency and control;
- suggest a range of body shapes and balances to depict different mountain features and work collaboratively with a partner to form them;
- work with a partner and as part of a group, listening to and sharing ideas and taking the lead when appropriate;
- perform a range of counterbalances with a partner experimenting with different levels and shapes;
- perform a range of more complex part-weight partner balances safely and effectively;
- make positive contributions to my group when creating and forming body shapes, balances and positions to represent mountain ranges;
- think of, plan and perform a good range of rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects;
- use a range of apparatus in creative ways as part of a sequence;
- perform a good range of rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects;
- say what is good about their own and others' performances and know how to make it better.

### ...some children will be able to:

- create and link a wide range of shapes with a gymnastics ribbon to represent river features;
- create and link a wide range of shapes and movements that flow smoothly to represent the changing course of a river and specific river features;
- create and hold a range of more challenging balances that represent mountains on one, two, three and four points of their body while demonstrating good strength, flexibility, technique and control;
- move into and out of a balance or shape using interesting and creative ways with good fluency and control and can link more than one balance and movement in this way;
- perform a range of more complex and challenging body shapes and balances to depict different mountain features and work effectively with a partner to form them;
- work in a pair and as part of a group and show leadership skills by directing and leading discussion in an effective way;
- perform a range of high-quality counterbalances with a partner, experimenting with different levels and shapes and by stretching, extending and elevating unused and supporting body parts;
- perform a range of challenging part-weight partner balances experimenting with different levels and shapes safely and effectively;
- make positive contributions to my group and support others in doing the same when creating and forming body shapes, balances and positions to represent mountain ranges;
- think of, plan and perform a wide range of more challenging rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and demonstrate creativity by manipulating elements for maximum effect;
- use a wide range of apparatus in creative ways to help communicate ideas in a sequence;
- perform a wide range of more challenging rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and demonstrate creativity by manipulating elements for maximum effect;
- identify ways to continuously improve their performance and experiment with new techniques and ideas.

## Lesson Breakdown

### 1. Rhythmic Gymnastics - The River Course

To develop flexibility, strength, technique, control and balance in the context of creating shapes through rhythmic gymnastics.

- To link shapes and movement using rhythmic gymnastics to represent the course of a river.

#### Resources

- Gymnastic mats
- Gymnastics ribbons



### 2. Point Balances - Magnificent Mountains

To develop flexibility, strength, technique, control and balance in the context of performing a range of point balances.

- To create one, two, three and four-point balances to represent mountains.

#### Resources

- Gymnastic mats



### 3. Partner Balances - Parts of a Mountain

To develop flexibility, strength, technique, control and balance in the context of creating combined partner balances.

- To combine a range of body shapes and balances with a partner to represent different features of a mountain.

#### Resources

- Gymnastic mats



### 4. Group Formations - Mountain Ranges

To develop flexibility, strength, technique, control and balance in the context of creating counter balances, part-weight partner balances and group formations.

- To combine shapes and balances to make a group formation that represents different mountain ranges.

#### Resources

- Gymnastic mats
- Benches



### 5. Planning a Group Sequence - River Run Fun

To develop flexibility, strength, technique, control and balance in the context of planning a group sequence linking shapes, balances and movements.

- To link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains.

#### Resources

- Gymnastic mats
- Range of apparatus as required (ropes, ladders, climbing frame, vault, gymnastics tables, etc.)
- Gymnastics ribbons
- River-themed music



### 6. Performing a Group Sequence - River Run Fun

To develop flexibility, strength, technique, control and balance in the context of performing a group sequence linking shapes, balances and movements.

- To link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains.

#### Resources

- Gymnastic mats
- Range of apparatus as required (ropes, ladders, climbing frame, vault, gymnastics tables, etc.)
- Gymnastics ribbons
- River-themed music





## Cycle B Year 5 /6 PE Scheme of Work Spring Term 2 Outdoor

### Introduction

This Volleyball unit will teach your class the skills players need in order to play both attacking and defensive shots in volleyball. The children will learn the fundamental skills such as digging, underarm serving, setting and spiking a volleyball. This unit will also explore the different ways in which players can access volleyball through a variety of different games and activities for all ability levels and will focus on different rules and court positionings each week. The unit culminates with children being introduced to sitting volleyball, an extremely popular Paralympic sport that teaches children about inclusion within the net and wall sports.

### Health & Safety

In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age-appropriate. Check that children are wearing appropriate clothes for PE (plimsolls or trainers, loose-fitting shorts/tracksuits and T-shirt).

Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource. It is recommended that spectacles should not be worn by players while playing volleyball-based games, unless secured by a strap.

### Wider Learning

If you have a local volleyball club, arrange to watch a match, or have some of the players visit your class. Visit [Volleyball England](http://www.volleyballengland.org) this site to get involved at a local club, find volleyball events taking place near you, hear about school competitions and find information on national clubs.

### Including children with disabilities in PE

Below are some suggestions of ways in which games can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability.

- Larger, slower-moving balls, such as beach balls, may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level.
- Allow children to work together on adapting activities, where necessary.

### Home Learning

#### [Volleyball Activity Sheet](#)

This Activity Sheet provides children with a set of six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- can stand in the ready position;
- sometimes moves into position to strike the ball;
- can use elements of the correct technique to dig a volleyball;
- can strike a ball with their arm or hand;
- use some elements of the correct technique to hit an underarm serve;
- can aim towards an intended target area;
- can set the ball into the air;
- can aim the ball in an intended direction, with some level of accuracy;
- can use dig or set shots to pass the ball, with some control;
- use elements of the correct technique to spike the ball downwards and onto the opposite site of the court;
- jump upwards toward a set ball;
- attempt to use the correct footwork, including a jump, when spiking the ball;
- attempt to block or deflect a ball using two hands;
- attempt to time their block of a volleyball, sometimes with success;
- take part in a Newcomb ball game and shows some elements of good sportsmanship;
- shows an understanding of teamwork and communication in a net and wall game;
- attempts to use some learnt volleyball skills in a Newcomb ball match;
- participate in a sitting volleyball game;
- use different body parts to hit and strike a ball;
- play as part of a team.



## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- use the ready position to carry out a pass or hit;
  - moves well around a space using the side-to-side step, to get into position to strike the ball;
  - executes a dig shot using the correct technique;
  - make good contact and show control when hitting a ball with their arm or hand;
  - use the correct technique to hit an underarm serve;
  - execute an underarm serve into a targeted area with some success;
  - set the ball using the correct technique;
  - aim the ball in an intended direction, with consistent accuracy;
  - use dig or set shots to pass the ball, with consistent control;
  - execute a spike or smash onto the ground using the correct technique and towards a target area;
- usually use the correct footwork when spiking the ball;
  - use a block technique to deflect or stop a ball from coming back over the net, with some success;
  - time their block of a volleyball, usually with success;
  - participates well and shows good sportsmanship in a Newcomb ball match;
  - shows an understanding of the importance of communication and teamwork in a net and wall game;
  - uses learnt volleyball skills in a Newcomb ball match;
  - understand why inclusiveness is important in games;
  - use different parts of the body to score points;
  - showed a good understanding of the difference in rules between a sitting and standing volleyball game.

### ...some children will be able to:

- moves in and out of the ready position efficiently and as needed;
  - moves effectively around the court using different types of movements, including the side-to-side step;
  - accurately executes a dig pass with success;
  - consistently makes good contact and shows control when striking the ball on their arm or hand;
  - accurately execute an underarm serve with good control;
  - accurately direct an underarm serve into an intended target area;
  - accurately set the ball using the correct technique;
  - aim the ball in an intended direction, with a high level of accuracy;
  - use dig or set shots to pass the ball, with a high level of control and accuracy;
  - accurately spike or smash a volleyball towards a targeted area;
  - confidently uses the correct footwork and technique when spiking the ball;
- successfully block a spiked or smashed ball using the block technique and prevent the ball from travelling back over the net;
  - time their block of a volleyball, consistently and successfully;
  - shows an excellent understanding of the rules and scoring in a Newcomb ball match and plays with good sportsmanship;
  - communicates confidently and effectively in a net and wall match environment;
  - uses learnt volleyball skills effectively in a Newcomb ball match;
  - communicate effectively with peers when competing activities or games;
  - confidently uses learnt skills and different parts of the body to score points;
  - shows an excellent understanding of the difference in rules between a sitting and standing volleyball game.

## Lesson Breakdown

### 1. The Dig

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To develop flexibility, strength, technique, control and balance in the context of developing volleyball skills.

To develop movement and passing skills in volleyball.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones
- Footballs



### 2. The Serve

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To develop flexibility, strength, technique, control and balance in the context of developing an underarm serve.

To understand how to perform an underarm volleyball serve.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones



### 3. The Set

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To develop flexibility, strength, technique, control and balance in the context of developing volleyball skills.

To perform a set shot with control and accuracy.

To be able to pass the ball using different shots.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones
- Hoops
- Tape



### 4. Spike It! Block It!

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To develop flexibility, strength, technique, control and balance in the context of developing attacking volleyball shots.

To perform a spike shot with control and accuracy.

To perform a block and understand the importance of timing with this move.

#### Resources

##### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones
- Hoops



## Lesson Breakdown

### 5. Match Point

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

To develop flexibility, strength, technique, control and balance in the context of competing in a competitive volleyball game.

To know and apply the rules of Newcomb ball during a game.

To use a range of learnt volleyball skills in a Newcomb ball match.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones
- Hoops
- Tape



### 6. Sitting Volleyball

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of competing in a sitting volleyball game.

To participate in a game of sitting volleyball.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Junior weight volleyballs
- Balloons/Inflatable beach balls
- Outdoor space
- Cones
- Hoops
- Tape
- Assortment of small PE equipment (beanbags, quoits, tennis balls)



# Dance Through the Decades



## Cycle B Year 5 /6 PE Scheme of Work Summer Term 1 Indoor

### Introduction

This Y6 Dance Through the Decades unit covers the 1960s to the 2010s, looking at key dance styles from each decade. These dances and the associated music genres, provide the stimulus for children's dance learning. Children will learn about using characteristics and elements of particular dance styles to develop their own dances with similar specific styles. They will develop their understanding of the evolution of dance over time, as well as the social importance of dance and their cultural impact.

**Teacher Note** - Please check that the content in the link/links, including any lyrics exhibited or comments, are suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third-party websites.

### Health & Safety

Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child-safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE. Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Wider Learning:

Children could watch a range of appropriate dances from different genres from the ones covered in the lessons, and develop their own dance for each genre.

Children could create one dance that spans the 1960s to the 2010s, featuring dance moves from each decade.

### Home Learning

#### [Dance Through the Decades Home Learning Activities](#)

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

### Assessment Statements

By the end of this unit...

#### ...all children should be able to:

- perform simple dance movements based on The Twist, such as twisting the hips;
- create and perform a dance that is inspired by movements from The Twist;
- perform simple dance movements based on disco moves, such as extending limbs;
- perform a series of simple dance movements inspired by 1970s disco moves;
- perform simple dance movements based on hip-hop moves, such as jerky and freezing movements;
- perform a series of simple dance movements inspired by 1980s hip-hop moves;
- perform a series of simple dance movements in unison, to show that they are inspired by elements of 90s dance moves;
- perform a series of simple dance movements of actions that are linked to the lyrics of the song, showing that they are inspired by elements of 90s dance moves;
- combine and perform simple dance movements, taking inspiration from dance elements from different decades;
- perform a series of simple dance movements in unison, with some consideration for how they link together and the types of moves that may be popular in a dance to become a dance craze;
- perform simple movements from social media viral dances from the 2010s;
- perform a series of simple dance movements in unison, with some consideration for how they may be popular on social media and go viral.

## Assessment Statements

By the end of this unit...

### ...most children will be able to:

- perform simple dance movements based on The Twist and begin to try some more complex versions, such as combined arm and foot movements;
- adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by The Twist;
- perform simple dance movements based on disco moves, and begin to combine arm and side-to-side hip movements;
- adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1970s disco moves;
- perform simple dance movements based on hip-hop moves, and begin to coordinate limb movements, moving them at the same time;
- adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1980s hip-hop moves;
- adapt some simple dance movements and perform them in unison, to create a dance that shows it has been inspired by elements of 90s dance moves;
- adapt some simple dance movements, performing actions that are linked to the lyrics of the song, to create a dance that shows it has been inspired by elements of 90s dance moves;
- combine and perform dance movements, taking inspiration from dance elements from different decades;
- adapt some simple dance movements and perform them in unison, with some elements linked together well and incorporating some joined moves that may be popular in a dance and could become a dance craze;
- combine and perform some complex movements from social media viral dances from the 2010s;
- adapt some simple dance movements and perform them in unison, showing consideration for the types of movements that may be popular on social media and understand how these may help the dance to go viral.

### ...some children will be able to:

- perform more complex dance movements based on The Twist, such as hip, arm and foot movements;
- adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by The Twist;
- perform more complex dance movements based on 1970s disco moves, such as fluid and smooth movements, with good timing to the beat of the music;
- adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by 1970s disco moves;
- perform more complex dance movements based on 1980s hip-hop moves, such as coordinating limb movements correctly and showing good awareness of rhythm and bounce;
- adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by 1980s hip-hop moves;
- adapt some complex dance movements and perform them in unison, to create a dance that shows it has been inspired by elements of 90s dance moves;
- perform more complex dance movements and confidently create appropriate actions that tell the story of a song, to produce a dance that shows it has been inspired by elements of 90s dance moves;
- adapt and perform more complex dance movements, taking inspiration from dance elements from different decades;
- adapt some complex dance movements and perform them in unison well, with many elements linked together cohesively;
- the dance routine contains moves that show they have considered what may be popular in a dance and could become a dance craze;
- adapt and perform complex movements from social media viral dances from the 2010s, including performing arm and leg actions at the same time and with confidence;
- adapt some complex dance movements and perform them in unison well, with many elements linked together cohesively;
- the dance routine contains movements that show they have considered what may be popular social media and understand how specific combinations of movements may help the dance to go viral.

## Lesson Breakdown

### 1. 1960s

To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1960s.

To perform a dance in a 1960s style.

#### Resources

##### [Lesson Pack](#)

- Access to the hall or other large space
- Music to dance to (our suggested music is [‘The Twist’ by Chubby Checker](#), [‘Twist and Shout’ by The Beatles](#), [‘Mashed Potato Time’ by Dee Dee Sharp](#), [‘The Swim’ by Bobby Freeman](#) and [‘Do You Love Me’ by The Contours](#))



### 2. 1970s

To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1970s.

To perform a dance in a 1970s disco style.

#### Resources

##### [Lesson Pack](#)

- Access to the hall or other large space
- Music to dance to (our suggested music is [‘Stayin’ Alive’ by the Bee Gees](#), [‘Le Freak’ by Chic](#), [‘September’ by Earth, Wind and Fire](#) and [‘A Fifth of Beethoven’ by Walter Murphy](#))
- Videos for demonstrating the different dance moves (our suggestions for dance videos: [The Point Move](#), [The Sprinkler](#) and [The Electric Slide](#))



### 3. 1980s

To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1980s.

To perform a dance in a 1980s hip-hop style.

#### Resources

##### [Lesson Pack](#)

- Access to the hall or other large space
- Appropriate instrumental hip-hop beat music for dancing to (our suggested music is this [instrumental hip-hop music](#) and [‘Gittin’ Funky’ by Kid ‘N’ Play](#))
- Videos for demonstrating the different dance moves (our suggestions for dance videos: [The Cabbage Patch](#), [The Running Man](#) and [The Prep](#))



### 4. 1990s

To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1990s.

To perform a group dance in a 1990s pop group style

#### Resources

##### [Lesson Pack](#)

- Access to the hall or other large space
- Music to dance to (our suggested music is [‘It Only Takes a Minute’ by Take That](#), [‘Stop’ by the Spice Girls](#) and [‘Tragedy’ by Steps](#))
- Videos for demonstrating the different dance moves (our suggestion is [here](#) for the Take That dance moves)



## Lesson Breakdown

### 5. 2000s

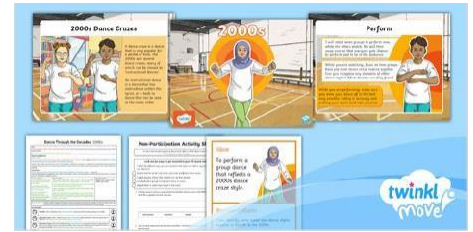
To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 2000s.

To perform a group dance in a 2000s dance craze style.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- Music to dance to (our suggested music is '[Cha Cha Slide](#)' by DJ Casper, '[The Ketchup Song](#)' by Las Ketchup and '[Pon de Replay](#)' by Rihanna)



### 6. 2010s

To perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 2010s.

To perform a dance in a 2010s style.

### Resources

#### [Lesson Pack](#)

- Access to the hall or other large space
- Music to dance to (our suggested music is '[Flossin](#)' by The Backpack Kid and DJ Suede, '[Gangnam Style](#)' by Psy and '[Chicken Noodle Soup](#)' by j-hope (feat. Becky G))
- Videos for demonstrating the Gangnam Style dance moves ([here](#) is our suggested dance video)



# Striking and Fielding



## Cycle B Year 5 /6 PE Scheme of Work Summer Term 1 Outdoor

This 'Striking and Fielding' unit will teach your class about the skills players need in games such as cricket, rounders, French Cricket and Danish Longball. The children will learn how to catch, throw and bat across different distances with accuracy. They will develop their fielding skills by learning how to 'attack the ball'. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. Children will develop tactical skills, understanding effective ways to 'run the points'. Children will have the opportunity to take part in a skills circuit.



### Health & Safety

(including food allergies) – In the event of bad weather, decide whether PE can take place outdoors or whether it would be better indoors. Check the playing area for any hazards before beginning the lesson. Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Follow your school's risk assessment at all times when teaching PE.



### Home Learning

**Striking and Fielding Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



### Wider Learning

If you have a cricket team, arrange to watch a game, or have some of the players visit your class. [Chance to Shine](#) has many different resources from coaching cards to posters to use in the classroom.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- catch a ball accurately;
- accurately throw or roll a ball at a target, using the over-arm technique;
- strike a bowled ball in an intended direction;
- understand the importance of warming up;
- begin to identify strengths and areas in which they could improve.

### ...most children will be able to:

- strike a bowled ball in an intended direction, into space;
- stop a ball using a range of techniques, including the long-barrier technique;
- understand the active role of a fielder and know how to 'attack the ball';
- play cooperatively with teammates; making decisions when to run for points and when to not;
- choose and use a range of simple tactics and strategies when striking and fielding.

### ...some children will be able to:

- play to, adapt and invent rules for striking and fielding games;
- take responsibility for their own skill progression by suggesting ways to make activities more challenging;
- catch and throw with one hand, and in some cases with their non-dominant hand;
- identify how specific activity affects their body.



# Lesson Breakdown

## 1. Speedy Catching

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can react quickly and catch balls thrown at different heights and angles.

## Resources

- Footballs (1 per warm-up group)
- Tennis balls (1 per pair)
- Cricket bat
- Cones
- Hoops (1 per pair)
- A selection of balls for HA



## 2. Attacking the Ball

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can attack the ball using effective fielding techniques.

- Bibs – 1 each
- Tennis Balls – 1 per pair
- Cones
- Cricket stumps - 2 pairs
- 4 cricket bats



## 3. Distance Throwing

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can throw the ball accurately over a large distance

- Tennis Balls- 3 per pair
- Cones
- Cricket stumps- 5/6 sets – other tall objects can be used as a target
- Hoops



## 4. Brilliant Batting

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can strike a bowled ball over a large distance into space.

- Tennis balls – 1 between 2
- Cricket bat – 1 between 3
- Cones



## 5. Bowled Over

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can bowl a ball overarm at a target.

- Tennis Balls- 1 per pair
- Hoops – 1 per pair
- Wickets- at least 4 sets
- Cones



## 6. Skills Circuit

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

- I can apply striking and fielding skills to complete a circuit of activities.

- Tennis Balls – enough for one each
- Cones - stack
- Bats – 6
- Wickets - 3
- A range of balls- ping-pong, football etc.





## Cycle B Year 5 /6 PE Scheme of Work Summer Term 2 Indoor

### Introduction

This Leadership in PE unit focuses on the different leadership skills needed to be able to lead others effectively within a PE setting. Children will learn about two or three different leadership skills each week, which will be added to their skill set, so that as the unit progresses, their confidence and ability to lead others will improve. They will work individually or in pairs to lead a different part of the PE lesson, so that by the end of the unit, they will have experienced leading four different parts of a lesson (warm-up, teaching a skill, main activity, cool-down) and will receive a Leadership in PE Certificate.

Children will also apply their leadership skills to a range of different problem-solving activities, as well as plan and lead a physical activity to a group of children.

### Including children with disabilities in PE

Below are some suggestions of ways in which activities can be made more inclusive to accommodate young people who have a physical or sensory impairment or learning disability:

- Larger, slower-moving balls such as beach balls may make some of the activities more accessible.
- Certain coloured balls or balls that make noise may be preferable for children with a visual impairment.
- Use the STEP Principle (Space, Task, Equipment, People) to make changes to activities to better ensure participants are challenged and supported at the right level, such as altering the space, changing the number of people on a team or adjusting the requirements of the task based on a participant's skill level.
- Allow children to work together on adapting activities, where necessary.
- Surfaces like pavement or wooden floors can make movement easier.

### Wider Learning

Contact your local high school to see if you can observe a lesson or physical activity taught by the High School Sports Ambassadors.

Children could develop additional physical activities to share with other classes or groups.

### Health & Safety

Ensure all equipment used is child safe and age appropriate. Make sure that all children are appropriately dressed and have the correct footwear. Warm up and stretch before every lesson. Cool down and stretch after every lesson. Always follow your school's risk assessment when teaching PE.

Twinkl cannot be held responsible for any injury or loss as a result of using this resource.

### Home Learning: Leadership Activities

This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.

## Assessment Statements

By the end of this unit...

### ...all children should be able to:

- know what being a leader and leadership involves;
- with support, lead a game or activity, sometimes demonstrating respect for others;
- with support, lead a game or activity, sometimes giving clear instructions;
- sometimes cooperate well when taking part in activities led by others;
- demonstrate some confidence when leading a game or activity;
- sometimes convey positivity when leading a game or activity;
- sometimes direct others effectively when leading a game or activity;
- know about the importance of safety in PE but might need support in assessing risks;
- sometimes demonstrate adaptability when leading an activity or game;
- sometimes demonstrate good communication skills when leading a game or activity;
- sometimes try to motivate others when leading an activity or game;
- demonstrate some awareness of their own and others' emotions when leading an activity or game;
- show some resilience when leading a game or activity;
- know about the importance of empowering others in leadership but may not always be able to demonstrate this themselves;
- know about the importance of listening to others in leadership and sometimes demonstrate this themselves;
- know about the importance of teamwork in leadership and sometimes demonstrate elements of this themselves;
- recognise and demonstrate a few different leadership skills during problem-solving activities;
- know about the importance of encouraging others in leadership but may not always be able to demonstrate this themselves;
- know about the importance of good decision making in leadership and sometimes demonstrates this themselves or with support;
- demonstrate one or two different leadership skills when planning and leading a physical activity for others;
- with support, evaluate their own and others' leadership abilities.

### ...most children will be able to:

- have a good understanding about what being a leader and leadership involves;
- lead a game or activity well, generally demonstrating respect for others;
- lead a game or activity well, generally giving clear instructions;
- generally cooperate well when taking part in activities led by others;
- generally demonstrate confidence when leading a game or activity;
- generally convey positivity when leading a game or activity;
- generally direct others effectively when leading a game or activity;
- know about the importance of safety in PE and can talk about how this was paramount within the lesson;
- generally demonstrate adaptability when leading an activity or game;
- generally demonstrate good communication skills when leading a game or activity;
- demonstrate a few elements of being an effective motivator when leading an activity or game;
- demonstrate a good awareness of their own and others' emotions when leading an activity or game;
- show resilience when leading an activity or game;
- know about the importance of empowering others in leadership and sometimes demonstrate this themselves;
- know about the importance of listening to others in leadership and usually demonstrate this themselves;
- know about the importance of teamwork in leadership and usually demonstrate elements of this themselves;
- recognise and demonstrate three or more different leadership skills during problem-solving activities;
- know about the importance of encouraging others in leadership and sometimes demonstrates this themselves;
- know about the importance of good decision making in leadership and usually demonstrates this effectively;
- demonstrate three or more different leadership skills when planning and leading a physical activity for others;
- can evaluate their own and others' leadership abilities, showing an awareness of the impact this had on the success of the activity.

## Assessment Statements

By the end of this unit...

### ...some children will be able to:

- have an excellent understanding about what being a leader and leadership involves;
- always demonstrate respect for others when effectively leading a game or activity by themselves;
- always give clear instructions when effectively leading a game or activity by themselves;
- always cooperates well when taking part in activities led by others;
- confidently and competently lead a game or activity by themselves or when working with others;
- lead a game or activity effectively (by themselves or when working with others), always exhibiting positivity;
- direct others effectively when leading a game or activity (by themselves or when working with others);
- always cooperate well when taking part in activities led by others;
- explicitly understand about the importance of safety in PE and can give examples of how they made this a priority within the lesson;
- respond appropriately to unexpected situations, always demonstrating adaptability when leading a game or activity (by themselves or when working with others);
- always demonstrate good communication skills when leading a game or activity (by themselves or when working with others);
- demonstrate many elements of being an effective motivator when leading an activity or game;
- demonstrate a good awareness of and effectively manage their own and others' emotions when leading an activity or game;
- show excellent resilience by displaying a range of characteristics when leading an activity or game;
- know about the importance of empowering others in leadership and effectively demonstrate this themselves;
- know about the importance of listening to others in leadership and always demonstrate this themselves effectively;
- know about the importance of teamwork in leadership and demonstrate different elements of this themselves effectively;
- recognise a range of different leadership skills and demonstrate these effectively to help solve different problem-solving activities;
- know about the importance of encouraging others in leadership and effectively demonstrate this themselves;
- know about the importance of good decision making in leadership and demonstrate this effectively;
- demonstrate a range of leadership skills effectively when planning and leading a physical activity for others;
- confidently evaluate their own and others' leadership abilities, commenting on the impact this had on the success of the activity.

## Lesson Breakdown

### 1. All About Leadership

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Footballs
- Skipping ropes
- Cones
- Large inflatable or foam balls
- Tennis balls



## Lesson Breakdown

### 2. Confidence and Positivity

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Footballs
- Skipping ropes
- Cones
- Large inflatable or foam balls
- Tennis balls



### 3. Leadership ABCs

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Footballs
- Skipping ropes
- Cones
- Large inflatable or foam balls
- Tennis balls



### 4. Fitness Circuits

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Footballs
- Skipping ropes
- Cones
- Large inflatable or foam balls
- Tennis balls
- Stopwatches
- Benches
- Basketballs



### 5. Problem-Solving

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To learn about different leadership skills including problem-solving, teamwork, empowering others and listening.

To recognise and demonstrate a range of leadership skills during problem-solving activities.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

- Hoops
- Cones
- Sets of 1-10 number cards
- Plastic cups or beakers
- Sequencing spots
- Sticky notes
- blindfolds
- ball of string
- elastic bands
- timer



## Lesson Breakdown

### 6. Leadership Legends

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success.

To learn about different leadership skills including encouragement, decision making and evaluating.

To plan and lead a physical activity for a selected group of children.

### Resources

#### [Lesson Pack](#)

Standard School Equipment:

A range of PE equipment for the physical activities the children choose to lead, such as:

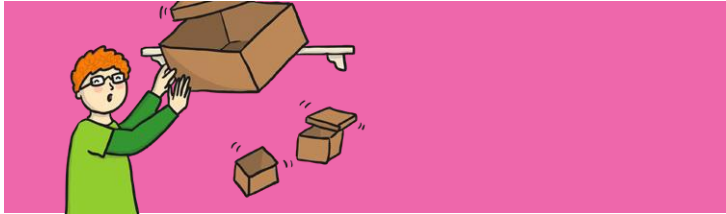
- Cones
- Footballs
- Skipping ropes
- Beanbags
- Hoops
- Hurdles
- Stopwatches
- Tennis balls
- Agility ladders
- Speed bounce mats
- Low-level hurdles
- Measuring tapes





## Cycle B Year 5 /6 PE Scheme of Work Summer Term 2 Outdoor

In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills as well as learn new skills. They will be running for speed and endurance as well as recapping on relay running, including the baton exchange and running over hurdles. They will be trying to achieve their personal best in the standing long jump, triple jump and vertical jump and will be involved in setting up various jumping activities, including measuring the jumps. They will learn the technique for the overhead heave throw and will be evaluating their own and other's performances. The children will be given opportunities to take part in individual, paired and group activities and games.



### Health & Safety

- Check the area for any hazards before beginning the lesson.
- Ensure all equipment and apparatus used is checked regularly and in good condition.
- Make sure that all children are appropriately dressed for outdoor athletic activity.
- Warm up at the beginning and cool down and/or stretch at the end of every lesson.
- Always follow your school's risk assessment when teaching PE.
- For the throwing activities, ensure there is adequate space available and leave plenty of space between throwers where possible. If space is limited, children could throw towards a target on a wall instead or a few at a time or in canon. Always throw from the inside to the outside of an area. Make sure the area ahead is clear before throwing. Be aware that fling and heave throws tend to be more difficult to control in terms of accuracy.
- For jumping activities, emphasise the importance of and remind the children how to land safely.
- For hurdling activities, make sure the hurdles are set up so that they will fall easily if knocked.

### Including children with disabilities in PE

#### Jumping

- Children who have control and co-ordination difficulties may need to practise jumps progressively.
- Feet positions can be marked over jumps or hurdles to show a child where take-off and landing takes place.
- Use cane or rope on the ground rather than hurdles. Encourage wheelchair users to raise front wheel(s) to get over.
- Seated young people can push up on the arms of their chair.
- For wheelchair users, a hop could be achieved with a single push with one arm and a jump achieved with a push with both arms.
- In the long jump, wheelchair users can use a single double-arm push for distance or a single arm push, opposite arm push and double-arm push for a triple jump.

#### Running

- For visually impaired children, run with a sighted partner using light tactile guidance on the arm or a cord, scarf or ribbon. Try to step 'inside' leg together.
- Give verbal guidance from teacher and other children positioned along the route.

## Assessment Statements

By the end of this unit...

...all children should be able to:

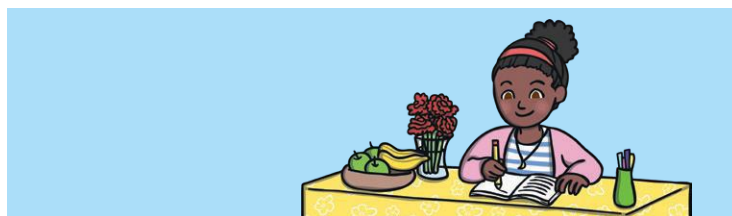
- try to improve reaction speed through repetition;
- use elements of the correct technique for the underarm throw, with some success;
- demonstrate elements of an effective sprinting technique;
- know how to pass and receive a baton using the downsweep, and use this technique with some success in a relay race;
- demonstrate a degree of endurance and stamina to be able to run for longer distances;
- understand how to pace themselves and can sometimes do this in a race, including speeding up at the end;
- sometimes use their preferred leg to lead with over the obstacles;
- demonstrate some coordination and fluency when hurdling but generally lack speed;
- demonstrate some elements of the different jumping techniques and work hard to improve on their personal best;
- lead jumping activities with the support of their peers;
- demonstrate some elements of the overhead heave throw technique and work hard to improve on their personal best;
- use different throwing techniques for distance

...most children will be able to:

- demonstrate an improvement in reaction speed through repetition;
- execute the underarm throw with accuracy and success in isolation and sometimes in a game situation;
- understand what an effective springing technique involves and work hard to improve theirs;
- work well with team members to pass and receive the baton using the learned technique;

## Throwing

- Try using a variety of different implements such as softballs, beanbags, koosh balls etc.
- Roll or send a ball using a ramp or gutter device.
- Try different ways of throwing, e.g. backwards over the shoulder.
- Thrust ball and kick ball are alternatives:
- Thrustball - using hands or feet, and starting in contact with the ball, thrust or push the ball away.
- Kickball - using a kicking action to propel the ball away.
- Roll or push the ball away from any position, then measure distance travelled.



## Home Learning

**Athletics Activities:** This Activity Sheet provides children with a set of six activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



## Wider Learning

Go to [www.britishathletics.org.uk](http://www.britishathletics.org.uk) for information and news on British Athletics as well as how to get started and where to find your local club.

You could arrange for some local athletes or coaches to visit your class.

- demonstrate some endurance and stamina to be able to run for longer distances;
- run at an appropriate pace to suit the activity, including speeding up at the end;
- mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern;
- demonstrate increasing coordination, speed and rhythm when hurdling;
- demonstrate an effective technique for the three different jumps and gain good height and distance with them.
- lead jumping activities effectively;
- demonstrate an effective technique for the overhead heave throw technique and gain good distance with it;
- effectively use different throwing techniques for distance and accuracy.

### ...some children will be able to:

- see a noticeable improvement in reaction speed through repetition and understand its importance in a sporting context;
- confidently execute the underarm throw with accuracy, consistency and control in a range of situations;
- use an effective sprinting technique that demonstrate power, speed, control and efficiency;
- smoothly and efficiently pass and receive the baton, helping their team to achieve success in a relay race;
- demonstrate excellent endurance and stamina to be able to run for longer distances;
- effectively control, sustain and change their pace to suit the activity and different parts of the run;
- consistently use their preferred leg to lead with over the hurdles, maintain a consistent stride pattern and clear the hurdles with minimal interference to their running pattern;
- demonstrate good coordination, speed and rhythm when hurdling;
- demonstrate power and control in the different phases of the jumps, thus gaining excellent height and distance with them;
- lead jumping activities effectively and help others to make improvements to their jumping techniques in order to achieve their personal best;
- demonstrate power and strength with the overhead heave throw, thus gaining excellent distance with it;
- effectively use different throwing techniques for distance and accuracy, leading to success



# Lesson Breakdown

# Resources

## 1. Athletic Fundamentals

To use running, jumping, throwing and catching in isolation and in combination in the context of athletics.

- To practise and refine fundamental movement skills needed for athletics.

- Cones
- Hoops
- Tennis balls
- Beanbags
- Bibs
- Whistle



## 2. Sprint Relays

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination in the context of sprint relays.

- To work as a team to competitively perform a sprint relay

- Agility ladders
- Relay batons
- Cones
- Stopwatches



## 3. Middle-Distance and Long-Distance Running

Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running for endurance.

- To control running pace over a range of distances

- Cones
- Stopwatches



## 4. How to Hurdle

Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running over hurdles.

- To refine my hurdling technique.

- Cones
- Skipping ropes
- Hurdles



## 5. Jumping Jamboree

Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of jumping for height and distance.

- To practise and refine jumping techniques.

- Skipping ropes
- Hoops
- Measuring tapes
- Chalk



## 6. The Heave Throw

To develop flexibility, strength, technique, control and balance.

To use running, jumping, throwing and catching in isolation and in combination in the context of the heave throw.

- To throw for distance using a heave throw technique.

- Netballs, basketballs or footballs
- Hoops
- Cones
- Measuring tapes

