



SCHEME OF WORK

For

PHYSICAL EDUCATION

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Introduction

Physical Education is about pupils learning about themselves; their capabilities, their potential and their limitations. It is the foundation of all sports participation. Physical Education goes beyond the individual and understanding themselves – it is learning how to work with, and respect others.

As they progress pupils will develop:

- **Awareness of health and hygiene**, through the importance of caring for their bodies, through understanding the effects of health related exercise, by wearing appropriate clothes, by playing safely.
- **Thinking skills**, through helping pupils to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition.
- **Communication skills**, through turn taking, teamwork, modelling, actions to peers, appreciating the work of others, observing and describing, building confidence.
- *Key physical skills*, through carefully planned Physical Development activities, through outdoor provision, through a progressive Games, Gym and Dance curriculum.
- **Education for sustainable development**, through developing pupils' knowledge and understanding of healthy lifestyles and of different, challenging environments.

EY THE FOUNDATION STAGE (NURSERY AND RECEPTION)

Through out foundation stage, children will be given opportunities:	KEY LANGUAGE
<p><u>SKILLS</u></p> <p>Fine Motor:</p> <ul style="list-style-type: none"> ➤ To grip, hold ➤ Position, build ➤ To squeeze, touch ➤ To fasten/unfasten, dress/undress <p>Gross Motor</p> <ul style="list-style-type: none"> ➤ To lift, carry ➤ To push, pull, roll ➤ To crawl, walk, run, jump, climb, slide, spin, gallop, balance, stretch, twist, turn, skip, hop, stride, tiptoe, match, stamp, swing, curl, dance. ➤ To kick, roll and retrieve, throw and catch, aim, bounce, pedal ➤ To remain still for short periods <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ➤ To know how things fit/do not fit together ➤ To know how some things balance ➤ To know clockwise/anti-clockwise ➤ To know how some things move if they are pushed, pulled or rolled ➤ To know how the body uses and different forms of movement ➤ To know the names of body parts and types of movement ➤ To know about personal hygiene ➤ To know that when force is applied to an object it will move and can be stopped ➤ To begin to recognise own limitations <p>To begin to know of the short-term effects of exercise on the body.</p>	<p>Grip Hold Build Squeeze Touch Fasten Dress</p> <p>Lift Carry push, pull, roll crawl, walk, run, jump, climb balance, twist turn, dance throw catch</p>

By the end of the foundation stage, most children will be able to:

- Move with confidence, imagination and in safety;
- Show awareness of space, of themselves and of others
- Recognise the importance of keeping healthy and those things which contribute to this
- Use a range of small and large equipment
- Travel around, under, over and through balancing and climbing equipment
- Handle apparatus safely and with increasing control

KS1: YEARS 1 AND 2

Pupils will 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. Pupils will be taught 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
- Participate in team games; developing simple tactics for attacking and defending perform dances using simple movement patterns.

Throughout KS1, pupils will build on skills, knowledge, concepts and attitudes from the EYFS and, in addition:

	KEY LANGUAGE
<p>Dance activities: Pupils will be taught to -</p> <ol style="list-style-type: none"> a. use movement imaginatively, responding to stimuli, including music and performing basic skills (e.g. travelling, being still, making a shape, jumping, turning and gesturing) b. change the rhythm, speed, level and direction of their movement c. create and perform dances using simple movement patterns, including those from different times and cultures d. express and communicate ideas and feelings 	<p>Speed, direction, curved, straight, zigzag, balancing, rising, shrinking, still, traveling</p>
<p>Games activities: Pupils will be taught to -</p> <ol style="list-style-type: none"> a. travel with, send and receive a ball and other equipment in different ways b. develop these skills for simple net, striking/fielding and invasion type games c. play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending. 	<p>Hoop, speed, direction, inside, outside, pass goal</p>
<p>Gymnastics activities: Pupils will be taught to -</p> <ol style="list-style-type: none"> a. perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus b. develop the range of their skills and actions (e.g. balancing, taking off and landing, turning and rolling) c. choose and link skills and action in short movement phases d. create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed 	<p>Speed, direction, curl, stretch, bend, rocking, swinging, balance, take off, land</p>

During key stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Scheme of work

	Term 1	Term 2	Term 3
YR1	Dance 1 Games 1	Dance 1 Gymnastics 1	Games 1 Gymnastics 1
YR2	Dance 2 Games 2	Dance 2 Gymnastics 2	Games 2 Gymnastics 2

By the end of Key Stage 1

Most children will be able to -

Explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Gifted and Talented children will also be able to:

- Perform actions and skills with consistent control and quality.
- Evaluate peer performance and highlight strengths and areas of development.
- Plan, use and adapt strategies for individual and group activities.
- Create and perform sequences of skills and actions.
- Give reasons why warming up before an activity is important.

KS2: YEARS 3,4,5 AND 6

Lower Key Stage 2	
Dance activities	KEY LANGUAGE
Pupils will be taught to:	
a. create and perform dances using a range of movement patterns, including those from different times, places and cultures	
b. respond to a range of stimuli and accompaniment	
Games activities	
Pupils will be taught to:	
a. play and make up small-sided and modified competitive net, striking/fielding and invasion games	
b. use skills and tactics and apply basic principles suitable for attacking and defending	
c. work with others to organise and keep the games going.	
Gymnastic activities	Accelerate, decelerate, pouncing, drifting, exploding, structure, rhythm, synchronised, evaluate, accuracy, arching, floating, gliding, turning, twisting, sequences, perform, respond, contrasts, freeze. Weaving, dodging, dribbling, shooting, feign, dummy, side-step, trap, intercept, volley, half-volley, chip,lob, defend, attack, field, forehand, backhand, topspin, backspin Team, underarm, overarm, bowling, heading, batting, travelling, control, chest pass, bounce pass, return, jog, sprint, relay, racket, stumps, skittles.
Pupils will be taught to:	
a. Create and perform fluent sequences on the floor and using apparatus	
b. Include variations in level, speed and direction in their sequences.	
Swimming activities and water safety	
Pupils will be taught to:	
a. pace themselves in floating and swimming challenges related to speed, distance and personal survival	
b. swim unaided for a sustained period of time over a distance of at least 25m	
c. use recognised arm and leg actions, lying on their front and back	

d. use a range of recognised strokes and personal survival skills e.g. front crawl, back crawl, breaststroke, sculling, floating and surface diving.	Sliding, crawling, spinning, turning, sequence, partner, circular, mirror, match, rotating, symmetry, interact, transferring, synchronised, accelerate, decelerate, counter balance Front crawl, backstroke, survival, breast stroke, floating Jog, sprint, speed, power, stamina Orienteering
Athletic activities	
Pupils will be taught to: a. take part in and design challenges and competitions that call for precision, speed, power or stamina b. use running, jumping and throwing skills both singly and in combination c. pace themselves in these challenges and competitions.	
Outdoor and adventure activities	
Pupils will be taught to: a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments b. use a range of orienteering and problem-solving skills work with others to meet the challenges	

Scheme of Work

	Term 1	Term 2	Term 3
Year 3	Dance 3 & 4 Invasion games 1 & 2	Gym 3 & 4 Net Wall Games 1	Athletics 1 & 2 Outdoor Activities 1 & 2
Year 4	Dance 3 & 4 Invasion games 1 & 2	Gym 3 & 4 Striking and Fielding 1	Athletics 1 & 2 Outdoor activities 1 & 2

By the end of Lower Key Stage 2 (Year 4)

Most children will be able to:

Select and use skills, actions and ideas appropriately, applying them with co-ordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health. Swim 10 metres unaided.

Gifted and Talented children will also be able to:

- Link skills, techniques and ideas and apply more accurately
- Perform with precision, control and fluency
- Model skills to peers and explain how techniques and ideas have helped with success
- Explain the effects of exercise in the body; short and long-term
- Proficiently swim a range of strokes

KS2: Upper Key Stage Two

Pupils will 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 will enjoy communicating, collaborating and competing with each other. Pupils will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be 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.

Pupils will build on previous knowledge, skills and understanding. They will refine their skills and link them to make more complex actions, phrases and sequences of movement. They will challenge themselves in individual and competitive activities. They will develop an in-depth understanding of how to succeed in different activities and evaluate/recognise their own/others' success.

Pupils are taught knowledge, skill and understanding through the units outlined in the school's cohort curriculum plan, adopted as medium term planning. This is delivered on an annual cycle as follows:

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 5	Dance 5 Invasion games 3	Dance 6 Invasion games 4	Gym 5 Net Wall games 2	Gym 6 Net Wall games 2	Athletics 3 Outdoor Activities 3 + link units	Athletics 3 Outdoor Activities 3 + link units

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 6	Dance 5 Invasion games 3	Dance 6 Invasion games 4	Gym 5 Striking and Fielding 2	Gym 6 Striking and Fielding 1	Athletics 3 Outdoor Activities 3 + link units	Athletics 3 Outdoor Activities 3 + link units

Through these units and other cross curricular work pupils:

- refine skills across a range of activities that include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;
- achieve consistency by repeating their movements and linking their skills until their performance is clearer, more accurate, more complex and controlled over time;
- accurately pace themselves in challenges in activities such as swimming and athletic activities;

- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities;
- know how to improve aspects of the quality of their, and others, work;
- know why activity is important to their health and well being;
- fully understand the rules and conventions of taking part in different activities safely.

By the end of upper key stage 2, most pupils will be able to:

Link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Gifted and Talented children will also be able to:

- Select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
- When performing, they draw on what they know about strategy, tactics and composition.
- They analyse and comment on skills and techniques and how these are applied in their own and others' work.
- They modify and refine skills and techniques to improve their performance.
- They explain how the body reacts during different types of exercise, and lead warm up and cool down routines in ways that suit the activity.
- They explain why regular, safe exercise is good for their fitness and health.

INITIAL ASSESSMENT

Teachers will assess the ability of the children before selecting from relevant units of the scheme of work and setting curricular targets. This assessment will be based on observation. The importance of observation as fundamental to evaluation and assessment cannot be overestimated. Half termly assessment of skills will contribute to end of year summative assessment of pupil achievement. This will contribute to the subject leader assessment grid for years 1 – 6.

Promoting pupils' spiritual, moral, social and cultural development through physical education

Our physical education curriculum will provide opportunities to promote:

- **Spiritual development**, through helping pupils gain a sense of achievement and develop positive attitudes towards themselves and others.
- **Moral development**, through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.
- **Social development**, through helping pupils develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.
- **Cultural development**, through helping pupils experience and understand the significance of activities from their own and other cultures, recognise how activities and

public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

Promoting key skills through physical education

Physical education provides opportunities for pupils to develop the key skills of:

- *communication*, through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance, and through responding to music and other sounds in dance.
- *application of number*, through collecting and analysing data, using different forms of measurement such as calculating the distance jumped against the percentage of their body height, understanding and using grid references and bearings in outdoor and adventurous activities, using a variety of measuring and recording equipment to take pulse, heart rates and temperatures, and using stopwatches and tapes to measure performance in running, jumping and throwing.
- *working with others*, through taking on a variety of roles in groups and teams in co-operative activities, working in a group with collective goal and deciding on strategies to meet it, co-operating with others by observing rules and conventions when competing against them.
- *improving own learning and performance*, through recognising what they do well and in what they need to do better, helping them to observe a good performance and to emulate it, and developing the confidence to try something new.
- *problem solving*, through recognising the nature of the task or challenge, thinking of different ways to approach the task and changing their approach as the need arises, and understanding and applying the principles of movement, strategy, and composition to the task.

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K. Taylor