

Primary PE Scheme of Work Preview

We believe our Schemes of Work will be a great resource for your school but why not see for yourself before you decide.....



What's in the folder?

This Scheme of Work provides a structured approach to progressive PE from Early Years to Year 6 through a framework of learning objectives linked to a range of physical activities.

The Units of Work are intended as a guide to support those teachers who are not as experienced or confident in delivering PE lessons.

Each Unit has 6 sessions, each of which includes activity ideas, teaching points, vocabulary, differentiation, resources and potential questions along with holistic assessment criteria to help ensure pupils' progress is measurable. The activity ideas are designed to meet the 2014 National Curriculum for PE and encourage children to be active throughout the session using games as a method for learning where possible.

For years 1 – 6 each Unit has a link to it's glossary of terms to support the teachers understanding and games cards, which provide more detail on how to set up, play and progress the games stated within the session plan.

Gymnastics and Dance folders also include additional resources. Gymnastics includes photographs of balances and movements so that teachers can see how they would look. Dance includes resources cards, a DVD with 72 dance moves to music for Key Stage 2 lessons and a playlist of additional music suited to the sessions throughout the scheme (additional music is not provided with the Scheme and would need to be purchased separately by the school).

The Early Years Scheme includes a user guidance document to support teachers' understanding of the expectations for physical development at nursery and reception age. To accompany this is a range of activity and games cards that can be used to create fun and active sessions based on Fundamental Movement Skills (FMS).

Preview

Within this document, you will see a sample of our Units, their linked games appendices and glossary pages and our assessment matrix.



PE Curriculum Map

The PE Curriculum Map provides a template which supports schools when planning their own Curriculum Map. The Units of Work detailed in the example map are all available as part of this Scheme of Work.

Primary PE Curriculum Map

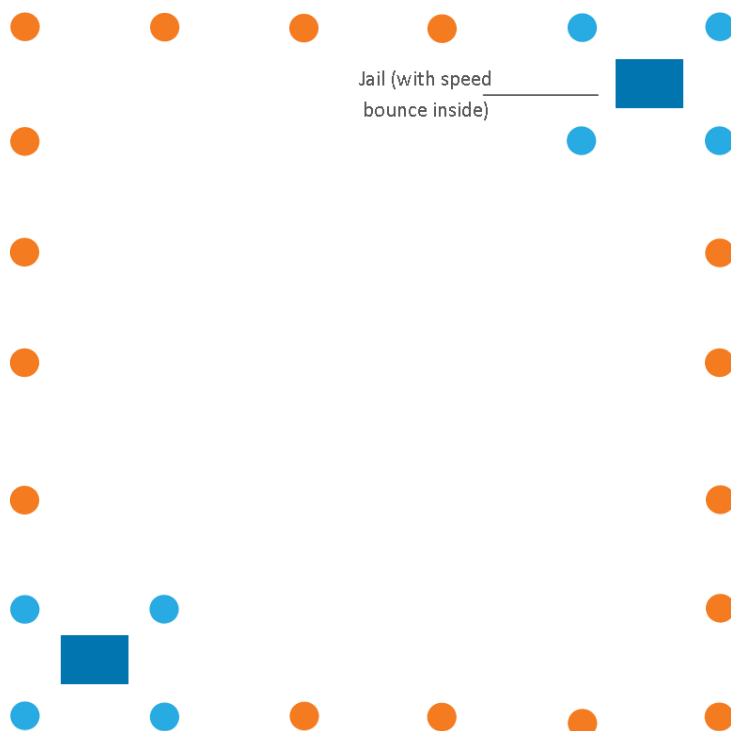
	Autumn 1 Sep - Oct		Autumn 2 Nov - Dec		Spring 1 Jan - Feb		Spring 2 Feb - Mar		Summer 1 Apr - May		Summer 2 Jun - Jul	
	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Year 1	Athletics (1)	Dance (1)	Games (1)	Gym (1)	Gym (2)	Dance (2)	Dance (3)	Games (2)	Athletics (2)	Swimming Water Confidence	Athletics (3)	Games (3)
Year 2	Athletics (1)	Dance (1)	Games (1)	Gym (1)	Gym (2)	Dance (2)	Dance (3)	Games (2)	Athletics (2)	Games (3) Start swim preparation and water safety in classroom	Athletics (3)	Swimming
Year 3	Invasion Games (1)	Swimming	Invasion Games (2)	Swimming	Gym (1)	Swimming	Dance (1)	Swimming	N & W Games (1) Tennis	OAA (1)	Athletics (1)	S & F Games (1) Cricket/ Rounders
Year 4	Athletics (1)	Invasion Games (1)	Invasion Games (2)	Gym (1)	Gym (2)	Dance (1)	Dance (2)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders
Year 5	Athletics (1)	Leadership	Invasion Games (1)	Gym (1)	Invasion Games (2)	Dance (1)	Invasion Games (3)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders
Year 6	Athletics (1)	Invasion Games (1)	Invasion Games (2)	Gym (1)	Invasion Games (3)	Dance (1)	Invasion Games (4)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders

Learning Objectives: Children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1	LO: To understand the different effects exercise has on the body.		
Changes during exercise ✓ Hotter ✓ Heart beating faster ✓ Deeper breaths	<ul style="list-style-type: none"> - Recap expectations during PE – behaviour, areas/boundaries, use of equipment. - Warm Up: Play Colour Box Game. - Discuss with class the purpose of warming up (get muscles ready, get heart pumping faster, get mentally prepared). - Dishes and Domes: In small teams (2 or 3) play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on how hot/cold they feel). - Super Mouse: Play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on heart rate). Leave time between rounds for heart rate to return to resting. - Top Gear: Play game. After each round ask the chn to discuss the changes they can feel in their bodies (focus on their breathing). - Cool Down: Discuss with chn <i>why</i> our bodies change during exercise 	<p>Harder: add taggers. Mixed ability pairs to scaffold lower ability. Change: chn must return to a specified area after turning a cone. Change: number of Super Mice, number of Danger Mice.</p> <p>Add obstacles in area (eg. hoop = roundabout; lines = speed bumps).</p> <p>Mixed ability pairs to scaffold lower ability.</p>	<p>Why do we, as athletes get warmed up? Compare how hot/cold you were before/after activity? How has your appearance changed? Is your heart beating faster or slower now than before? How has your breathing changed? Why do our bodies change/feel different during/after exercise?</p>
SESSION 2	LO: To run at different speeds depending on the task. To change direction quickly.		
Changing speed ✓ Head up and scanning ✓ Size of stride ✓ Pump arms Change direction ✓ Bend knees ✓ Shorter stride ✓ Balls of feet	<ul style="list-style-type: none"> - Warm Up: Play Jail Break. - Discuss the key points of changing speed and direction. - Super Mouse: Encourage chn to think about the teaching points when playing Super Mouse to help them change their speed and direction – this will help them to evade the danger mice. - Reflect on those chn who were able to change their speed and direction and pick out areas of their technique that helped them. - Discuss with the chn the need to be able to run at different speeds for different periods of time – we cannot sprint the whole time (get too tired) and we cannot jog the whole time (we would get caught). - Challenge: Chn to see how far they can run in a given time (eg. 5s). They can mark their distance. Gradually increase the time the chn have to run – remind them about pacing themselves (can do a practice on the spot so they get a feel for the time they will be running for). - Cool Down: Discuss how the chn changed their speed depending the time. 	<p>Change: movement pattern. Mixed ability discussion groups. Harder: increase number of Danger Mice. Mixed ability discussion groups.</p> <p>Mixed ability discussion groups.</p> <p>Individual challenge.</p> <p>Mixed ability discussion groups.</p>	<p>What can you do to help you evade? How can you use your body to change your direction/speed? Which parts of their body are they using really well to help them to change direction/speed?</p> <p>How will you change your speed as the time increases? Why?</p> <p>Why is it important to change our speed when running?</p>

Set up

Set out an activity area using cones. Create two boxes in opposite corners to act as jails, with a speed bounce in each jail.



How to play

- 1) Select four or five children to act as police officers and give them bibs to wear so they can be identified.
- 2) The police officers must catch the other children (robbers) by tagging them or touching them on the back.
- 3) When a robber has been caught they go to one of the jails. While in jail they must complete ten speed bounces in order to escape.
- 4) When the robber has completed their bounces and escaped from jail they can re-enter the game.
- 5) Split the class into teams of approximately five or six.
- 6) Give other children the chance of being a police officer.
- 7) Can change the method of escape from jail depending on the learning in the lesson.

Resources

- Bibs
- Cones
- Speed bounces

Glossary

Slalom

- Move in a winding or zig-zag path, avoiding obstacles.



Sling throw

- The 'swing and throw' action of the discus. This is performed with a straight arm, using a horizontal arm swing.

Speed Bounce

- The participant jumps two-footed from side to side over a 200mm foam wedge (or alternative) as many times as possible.

Sprint

- Athletes run at maximum or near-maximum speed for a short period of time or distance.

Static movements

- Typically done for Warm Ups or Cool Downs, these are stretches where the athlete is stationary and the stretch is held for a period of time (approximately 10 seconds).

Take-off phase

- The period during which an athlete pushes off from the ground before entering the flight phase.

Track events

- All of the running events (sprints, long distance and relays).

Triple jump

- A horizontal jumping event in which the athlete executes a hop, step and jump. The jumper hops off one foot, lands on the same foot; takes a step onto the opposite foot and jumps, landing on two feet. The combined distance travelled for the three jumps is measured. Measurement should occur from the landing of the jump, backwards to the take-off line




Resources

- Balls (variety)
- Bean bags

- Bibs
- Cones (different colours)
- Hoops (different sizes and colours)

- Quoits
- Spots
- Speed Bounces

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Recognise when their heart rate and temperature have changed 	<ul style="list-style-type: none"> - Work in pairs - Accept others' ideas - Give and receive basic feedback - Keep simple rules - Explore how to deal with different feelings (winning and losing) 	<ul style="list-style-type: none"> - Run at different speeds - Jump with accuracy into and out of areas from a standing position - Throw a variety of objects, using a small range of techniques
SILVER	<ul style="list-style-type: none"> - Make up and repeat a short sequence of linked jumps - Recognise when their heart rate, temperature and breathing rate have changed - Take part in a relay activity, remembering when to run and what to do 	<ul style="list-style-type: none"> - Work in pairs considerably - Help to support team members and be positive - Give and receive feedback - Understand and adhere to simple rules - Understand expectations when dealing with their feelings and emotions - Make an effort to do their best 	<ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction - Link running and jumping activities with some fluency, control and consistency - Throw a variety of objects, changing their action for accuracy and distance
GOLD	<ul style="list-style-type: none"> - Make up and teach others a short sequence of linked jumps - Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing 	<ul style="list-style-type: none"> - Work effectively in same or mixed ability pairs - Help to support team members and value their effort and ideas - Give and receive constructive feedback - Make a conscientious effort to succeed - Able to manage emotions well 	<ul style="list-style-type: none"> - Show greater difference between slow and fast speeds - Start at a medium pace for a longer distance - Throw more accurately and greater distances - Show consistency, control and accuracy when throwing objects into targets from increasing distances

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

* Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.

Learning Objectives: Children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group, additionally incorporating hand apparatus.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1	LO: To perform a confident and powerful run-up. To perform the correct take-off for the vault.		
Spring board take-off ✓ Confident run up ✓ Correct feet placement (on the floor or springboard) ✓ Controlled body	<ul style="list-style-type: none"> - Warm Up: Play Back to Front, to get children practicing sprinting. - Sprinting and Take-off: Split class into pairs or groups and perform a range of different sprint relays. - Gymnasts progress to having a target they must jump onto and land on as the end of their relay, eg. floor spot at the end where gymnasts sprint to and jump onto and hold the landing, then return to their team. - Progress to adding in obstacles, eg. jumping into hoops, over hurdles, landing on a different target. - Spring Board Technique: Place floor spots or small hoops on the floor to show the technique of a take-off on a spring board when mounting a vault (one spot, then two slightly in front either side). Encourage gymnasts to take-off on one foot, jump onto two feet, perform a jump, land it and hold this for three seconds. - Cool Down: Discuss the technique of how to jump onto a spring board. 	<p>Add in an element of competition; which team can get all their team to and from the target the quickest?</p> <p>Harder: use an actual springboard to practice the correct technique. Include a shape jump when using take-off technique.</p>	<p>Where should we be looking when taking a run up? (Head up.)</p> <p>How should your feet be positioned when taking-off from a spring board?</p> <p>How many feet should we land on?</p> <p>How can we control our body when taking a run up? (Stable core, use arms.)</p>
SESSION 2	LO: To perform the technique of jumping and landing with the use of shape jumps.		
Shape jump ✓ Take-off (controlled) ✓ Flight (tuck, straight, star) ✓ Landing (balanced) Linking shape jumps ✓ Controlled ✓ Smoothly linked ✓ Landing	<ul style="list-style-type: none"> - Warm Up: Using skipping ropes, help gymnasts to recap on landing technique. Lay a range of skipping ropes on the floor in the area, gymnasts move around the area jumping over the ropes forwards and backwards. Progress to moving around the hall and when they jump over a rope they must perform one confident jump over the rope, hold landing for three seconds and then jog on to find another rope to repeat the exercise. - Give gymnasts the opportunity to explore their own way of jumping over the ropes, however, they must perform a controlled landing, holding it for three seconds. - Recap Shape Jumps: Tuck, star, straight, straddle and pike. - Small Group Work: Each group is assigned a different shape jump and is given a small area and a piece of hand apparatus. Groups must explore different ways they can perform their shape jump either over their apparatus, or holding/balancing the apparatus. - Give the groups a chance to link together more than one shape jump, with and without their apparatus. - Cool Down: Discuss the different ways students discovered how to jump. 	<p>Add a theme (eg. jumping across a river).</p> <p>Different types of jumps: tuck, straight, star, half-turn, one foot, two feet, leap.</p> <p>Also use half-turn and full turn jumps.</p>	<p>Why do we need to bend our knees when we land a jump?</p> <p>How can we use our hands to help us balance when landing? How far apart should your feet be? (Shoulder width.)</p> <p>Which different shapes can you use when performing a jump?</p>

Back to Front

Games Appendix A

Set up

Set out an activity area using cones.

How to play

- 1) Split the class into groups of three or four.
 - 2) Each group jogs around the activity area in a line, one behind another.
 - 3) On the teacher's signal, the member of the group at the back of the line sprints to the front and becomes the leader.
 - 4) Can change the way in which the groups travel (skip, hop, jump, leap).
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Resources

- Cones

Glossary

Shapes

Arch



Arch in pairs



Dish



Dish in pairs



Straddle



Straddle lying down



Straddle on one leg



Straddle stand



Vault

Low dismount



Low mount



Spring board technique






Resources

- Bean bags
- Benches
- Floor spots

- Hula Hoops
- Mats
- Skipping ropes

- Springboard
- Vault/Table tops

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - With help, describe similarities and differences in others' performances 	<ul style="list-style-type: none"> - Undertake some different roles within a group - Use simple rules (safely, fairly and honestly) - Support most peers to improve performance - Demonstrate some basic leadership skills 	<ul style="list-style-type: none"> - Perform a range of basic actions and use them to put together a short sequence - Remember and repeat short sequences with some changes in level, direction or speed - Carry out warm up exercises carefully
SILVER	<ul style="list-style-type: none"> - Understand that strength and suppleness can be improved - Recognize criteria that lead to improvement eg. changing a level - Watch, describe and suggest possible improvements to others' performances - Suggest improvements to their own performance - Adapt their own movements to include a 	<ul style="list-style-type: none"> - Undertake different roles within a group - Adapt rules to make games safe and fair, and to keep a game going - Support peers in a positive manner - Demonstrate leadership skills 	<ul style="list-style-type: none"> - Perform actions, balances, body shapes and agilities with control - Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement
GOLD	<ul style="list-style-type: none"> - Say when movements are performed well - Say which joint or joints are affected by specific stretches - Suggest a number of ways that a sequence could be improved and choose one of these as a focus for improvement 	<ul style="list-style-type: none"> - Willingly undertake a range of roles within a group - Actively adapt rules to make games safe and fair, and to keep a game going - Support peers to improve performance - Demonstrate good leadership skills 	<ul style="list-style-type: none"> - Perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions - Choose, practice and refine sequences on their own, and with a group

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

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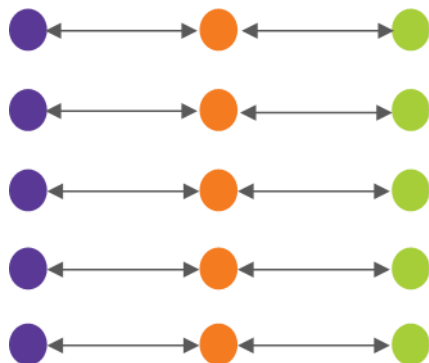
Cricket

Learning Objectives: Children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.*

Teaching and Learning Points		Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1	LO: To be able to throw a ball under-arm and catch a ball safely. To work constructively with a partner.			
<div><div>Catching</div><div><div>✓</div>Watching the ball</div><div><div>✓</div>Hands together</div><div><div>✓</div>Fingers pointing to the floor</div></div> <div><div>Throwing under-arm</div><div><div>✓</div>Side on stance</div><div><div>✓</div>Point at target</div><div><div>✓</div>Straighten arm</div></div> <div><div>Partner work</div><div><div>✓</div>Communicate</div><div><div>✓</div>Positive</div><div><div>✓</div>Areas of improvement</div></div> <td><div><div>-</div>Warm Up: Play Go! Look! Listen!</div><div><div>-</div>Demonstrate catching and throwing technique, highlighting key teaching points (focus on hands and eyes).</div><div><div>-</div>Under-arm throw and catch to themselves from a static position:<div><div>○</div>Use of one hand only (strong and weak hands)</div></div><div><div>-</div>Clap catching in a stationary position:<div><div>○</div>How many claps can they do (strong and weak hands)?</div></div><div><div>-</div>Under-arm throw and catch to themselves whilst moving (use a large space to avoid chn colliding with one another):<div><div>○</div>Use of one hand only (strong and weak hands)</div></div><div><div>-</div>With a partner practise under-arm throwing and catching techniques demonstrated over a distance of 5m, gradually increasing the distances used. How far can pairs go and still successfully through and catch?</div><div><div>-</div>Endball: Play small sided games (3v3), using under-arm throws only.</div><div><div>-</div>Cool Down: Discuss throwing and catching techniques.</div><td><div>Easier: bigger/softer ball, use two hands, bounce and catch.</div><div>Harder: smaller ball, increase number of claps.</div><div>Similar ability pairs.</div><div>Change: distance, size/type of ball.</div><div>Harder: bigger area, one handed, smaller ball.</div></td><td><div>What do you notice about throwing/catching technique?</div><div>What do you do with your hands?</div><div>How should your body be positioned?</div><div><div>-</div>Hands</div><div><div>-</div>Accuracy</div><div><div>-</div>Quality</div></td></td>	<div><div>-</div>Warm Up: Play Go! Look! Listen!</div> <div><div>-</div>Demonstrate catching and throwing technique, highlighting key teaching points (focus on hands and eyes).</div> <div><div>-</div>Under-arm throw and catch to themselves from a static position:<div><div>○</div>Use of one hand only (strong and weak hands)</div></div> <div><div>-</div>Clap catching in a stationary position:<div><div>○</div>How many claps can they do (strong and weak hands)?</div></div> <div><div>-</div>Under-arm throw and catch to themselves whilst moving (use a large space to avoid chn colliding with one another):<div><div>○</div>Use of one hand only (strong and weak hands)</div></div> <div><div>-</div>With a partner practise under-arm throwing and catching techniques demonstrated over a distance of 5m, gradually increasing the distances used. How far can pairs go and still successfully through and catch?</div> <div><div>-</div>Endball: Play small sided games (3v3), using under-arm throws only.</div> <div><div>-</div>Cool Down: Discuss throwing and catching techniques.</div> <td><div>Easier: bigger/softer ball, use two hands, bounce and catch.</div><div>Harder: smaller ball, increase number of claps.</div><div>Similar ability pairs.</div><div>Change: distance, size/type of ball.</div><div>Harder: bigger area, one handed, smaller ball.</div></td> <td><div>What do you notice about throwing/catching technique?</div><div>What do you do with your hands?</div><div>How should your body be positioned?</div><div><div>-</div>Hands</div><div><div>-</div>Accuracy</div><div><div>-</div>Quality</div></td>	<div>Easier: bigger/softer ball, use two hands, bounce and catch.</div> <div>Harder: smaller ball, increase number of claps.</div> <div>Similar ability pairs.</div> <div>Change: distance, size/type of ball.</div> <div>Harder: bigger area, one handed, smaller ball.</div>	<div>What do you notice about throwing/catching technique?</div> <div>What do you do with your hands?</div> <div>How should your body be positioned?</div> <div><div>-</div>Hands</div> <div><div>-</div>Accuracy</div> <div><div>-</div>Quality</div>	
SESSION 2	LO: To be able to throw a ball over-arm and catch a ball thrown over-arm using different techniques. To work effectively in a group.			
<div><div>Throwing over-arm</div><div><div>✓</div>Side on stance</div><div><div>✓</div>Point at target</div><div><div>✓</div>Release from high</div></div> <div><div>Group work</div><div><div>✓</div>Communicate</div><div><div>✓</div>Positive</div><div><div>✓</div>Areas of improvement</div></div> <td><div><div>-</div>Warm Up: Play Handball Cricket (under-arm only).</div><div><div>-</div>Recap throwing under-arm and catching from previous session, using key teaching points.</div><div><div>-</div>Practise over-arm throwing techniques demonstrated over a distance of 10m:<div><div>○</div>Let the ball bounce once before catching</div><div><div>○</div>Not letting the ball bounce (if chn are confident and competent)</div></div><div><div>-</div>Practise different catching techniques for above and below waist.</div><div><div>-</div>Relay races over 15m, in pairs or a group, pupils can't move with the ball.</div><div><div>-</div>Observe and provide feedback on techniques practised, in groups of four.</div><div><div>-</div>Handball Cricket: Chn can now use over-arm throws (and under-arm).</div><div><div>-</div>Cool Down: Group discussion on good techniques - what worked well for accurate throws and safe catching? What do you need to work on?</div><td><div>Easier: smaller pitch, bigger balls.</div><div>Change: distance, size/type of ball, type of throw.</div><div>Easier: smaller distance, under-arm throws.</div><div>Harder: bigger area, smaller ball.</div><div>Mixed ability groupings.</div><div>Chn discuss in mixed ability pairs.</div></td><td><div>How should you position your body?</div><div>What should you do with your non-throwing hand?</div><div>Where do you release the ball?</div><div><div>-</div>Feedback</div><div><div>-</div>Positive</div><div><div>-</div>Improvement</div></td></td>	<div><div>-</div>Warm Up: Play Handball Cricket (under-arm only).</div> <div><div>-</div>Recap throwing under-arm and catching from previous session, using key teaching points.</div> <div><div>-</div>Practise over-arm throwing techniques demonstrated over a distance of 10m:<div><div>○</div>Let the ball bounce once before catching</div><div><div>○</div>Not letting the ball bounce (if chn are confident and competent)</div></div> <div><div>-</div>Practise different catching techniques for above and below waist.</div> <div><div>-</div>Relay races over 15m, in pairs or a group, pupils can't move with the ball.</div> <div><div>-</div>Observe and provide feedback on techniques practised, in groups of four.</div> <div><div>-</div>Handball Cricket: Chn can now use over-arm throws (and under-arm).</div> <div><div>-</div>Cool Down: Group discussion on good techniques - what worked well for accurate throws and safe catching? What do you need to work on?</div> <td><div>Easier: smaller pitch, bigger balls.</div><div>Change: distance, size/type of ball, type of throw.</div><div>Easier: smaller distance, under-arm throws.</div><div>Harder: bigger area, smaller ball.</div><div>Mixed ability groupings.</div><div>Chn discuss in mixed ability pairs.</div></td> <td><div>How should you position your body?</div><div>What should you do with your non-throwing hand?</div><div>Where do you release the ball?</div><div><div>-</div>Feedback</div><div><div>-</div>Positive</div><div><div>-</div>Improvement</div></td>	<div>Easier: smaller pitch, bigger balls.</div> <div>Change: distance, size/type of ball, type of throw.</div> <div>Easier: smaller distance, under-arm throws.</div> <div>Harder: bigger area, smaller ball.</div> <div>Mixed ability groupings.</div> <div>Chn discuss in mixed ability pairs.</div>	<div>How should you position your body?</div> <div>What should you do with your non-throwing hand?</div> <div>Where do you release the ball?</div> <div><div>-</div>Feedback</div> <div><div>-</div>Positive</div> <div><div>-</div>Improvement</div>	

Set up

Set out three lines of different coloured cones. Divide children equally to stand on each of the lines.



How to play

- 1) Children must always jog on the spot.
- 2) When teacher calls out two colours, children in those lines swap over (eg. "Red and blue," means children on red go to blue, and children on blue go to red).
- 3) Assign numbers to colours, eg. Red is 1, blue is 2 and green is 3. Children continue to swap, teacher can now use a combination of colours and numbers (eg. "Blue and 3," means children on blue go to 3/green, and children on 3/green go to blue).
- 4) Add in additional (confusing) instructions, eg. when teacher says, "Touch your toes," children have to clap their hands, and vice versa.
- 5) When teacher says, "Check," children turn and face the other way until teacher says, "Check," again, at which point they face the front again.
- 6) Can make it competitive: children lose a life if they: do not jog, last to swap, move when they should not, clap/touch toes when they should not, facing the incorrect way, etc.

Use as many, or as few, of these rules as you see fit for the class you are teaching.

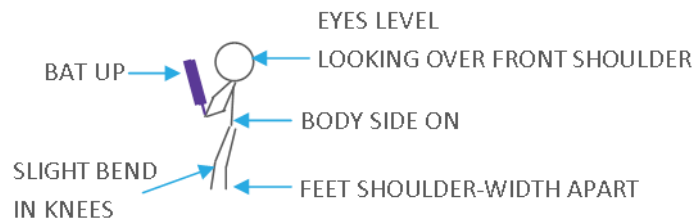
Resources

- Cones (different colours)

Glossary

Stance

A batter's 'waiting position'.



Stumps

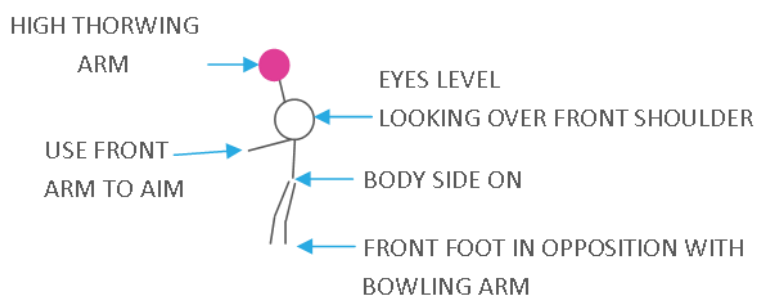
Three stumps make up the wicket. This is the target that the bowlers aim for.



Sweep shot

The batter steps towards the ball with their front foot and goes down on one knee, they hit the ball using a horizontal bat. This shot is played when the ball bounces close to the batter.

Throwing technique






Resources

- Balls (variety)
- Bats (different sizes)
- Batting tees

- Cones
- Lines

- Spots
- Stumps

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Understand the need for different tactics - Know the basic rules - Recognise why some practices help to improve their play 	<ul style="list-style-type: none"> - With guidance, create/assign roles to include other members of a group - Understand how a role model should act - Understand sporting etiquette - Highlight basic changes in practices 	<ul style="list-style-type: none"> - Bowl a ball over-arm, with varying degrees of accuracy - Hit a ball bowled sympathetically to them - Play a range of roles in a fielding team, but with varying degrees of success
SILVER	<ul style="list-style-type: none"> - Use and apply the basic rules consistently - Understand and implement a range of tactics in games - Identify their own strengths and suggest practices to help them improve 	<ul style="list-style-type: none"> - Create/assign roles to include all members of a group - Act as a role model - Display sporting etiquette - Lead changes in practices 	<ul style="list-style-type: none"> - Use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency - Attempt to play a range of different shots - Bowl a ball over-arm at a target
GOLD	<ul style="list-style-type: none"> - Play games effectively, reading situations and responding quickly - Use a range of tactics for attacking and defending as batters, bowlers and fielders - Identify their own and others' strengths and devise practices that lead to improvement 	<ul style="list-style-type: none"> - Create/assign roles to include all members of a group and support them effectively - Create a positive team ethos - Act as a role model during all lessons - Display sporting etiquette at all times - Lead effective changes in practices 	<ul style="list-style-type: none"> - Play a range of shots, appropriate to where the ball lands - Bowl the ball over-arm accurately at a target and landing in a specified area - Employ a range of fielding techniques appropriate to the situation

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

* Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.

Set up

Ask the children to find a space in the room. Explain the importance of having space around you to move. Ask the children what happens to a bubble when it touches anything. It pops. Tell the children that they are going to become big bubbles. Standing up, ask them to make their bodies as big as they possibly can be.



How to play

- 1) Ask the children what speed bubbles move? (Slowly.)
- 2) Ask the children to move around the room as if they were bubbles, being very careful not to touch any other bubble.
- 3) When you say 'bubbles pop', all the children quickly crouch down to the ground.
- 4) You will then say 'bubble 2'. The children must find a partner to create a bubble holding hands in a partner.
- 5) Children move around the room as their bubbles
- 6) Repeat 'bubbles pop'
- 7) Choose bubbles, 1, 2 or 3 for them to form new bubbles

Progression

- Increase the amount of people in the bubbles. I.e. Bubbles, 3,4,5,6
- If any bubbles touch each other in the room, they will pop straight away
- Add a time limit condition to form each bubble

Technique

- When finding a group use eye contact – no voices
- Look for the nearest available children
- Hold hands with your group immediately to allow other children to know which children are remaining to form a bubble
- Move slowly around the room, making the biggest possible bubble

Resources

- Music optional – make sure it isn't too loud as it will distract the focus

Assessment



Where should you look to find a group?

Compare answer with age relevant EYFS 1



How could you help others in this game?

Compare answer with age relevant EYFS 2



How did your body make the bubble move?

Compare answer with age relevant EYFS 1

Taken from the EYFS Guidance Document:

Physical Development Specific EYFS Learning Goals for Children Aged 3-4 Years Old (9)

(40-50 Months)

(1) Head

1 (i) Listening and Attention

EYFS – ‘Children listen attentively in a range of situations. They listen to stories and instructions, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.’

- ✓ Listens to others one to one or in small groups, when conversation interests them
- ✓ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- ✓ Focusing attention – listen or do, but can shift own attention
- ✓ Is able to follow directions (if not intently focused on own choice of activity)

(2) Heart

2 (ii) Self-confidence and Self-awareness

EYFS – ‘Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.’

- ✓ Can select and use activities and resources with help
- ✓ Welcomes and values praise for what they have done
- ✓ Enjoys responsibility of carrying out small tasks
- ✓ Is more outgoing towards unfamiliar people and more confident in new social situations
- ✓ Confident to talk to other children when playing, and will communicate freely about own home and community
- ✓ Shows confidence in asking adults for help

Physical Development Specific EYFS Learning Goals for Children Aged 4-5 Years Old (9)

(50-60 Months)

(2) Heart

2 (i) Making Relationships

EYFS – ‘Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.’

- ✓ Initiates conversations, attends to and takes account of what others say
- ✓ Explains own knowledge and understanding, and asks appropriate questions of others
- ✓ Takes steps to resolve conflicts with other children, e.g. finding a compromise

(3) Hands

3 (i) Moving and Handling

EYFS – ‘Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space and can handle equipment effectively.’

- ✓ Experiments with different ways of moving
- ✓ Jumps off an object and lands appropriately
- ✓ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- ✓ Travels with confidence and skill around, under, over and through balancing and climbing equipment
- ✓ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- ✓ Shows a preference for a dominant hand
- ✓ Begins to use anticlockwise movement and retrace vertical lines