

Key Stage 1 - Scheme of Work

National Curriculum 2014

Brian Coates

Improving Performance in Physical Education



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Improving Performance in Physical Education Key Stage 1 Scheme of Work

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2015

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January 2015

Scheme Contents

1. It meets the statutory requirements of the National Curriculum 2014;
2. It identifies an 'assessment without levels' structure;
3. It identifies 'learning objectives';
4. It identifies 'learning outcomes' in terms of the knowledge, application and understanding, within each unit of work;
5. It provides ideas for content related to a specific theme and focus;
6. It indicates a range of teaching approaches and strategies that allows differentiated strategies to be employed;
7. It provides opportunities for assessment for learning;
8. It provides 'key starter questions' to initiate the learning during a lesson;
9. It provides a framework for identifying pupil achievement.

Introduction

This publication 'Improving Performance in Physical Education' sets out to meet the needs of a large number of schools who are looking to identify how they will implement the new national curriculum and for the teachers who are looking for a scheme of work that will provide a framework for continuity and progression in the planning of their physical education curriculum.

Curriculum Planning

The key to this scheme is that it provides a framework that will enable you to achieve continuity and progression in your teaching. It achieves this by providing a specific learning focus for each unit of work (medium term plan). Each area of activity (gymnastic activities, dance, games and swimming) has a series of themes together with a specific, age related, learning focus. The unit of work allows you to interpret the content according to your own knowledge and expertise. It also allows you to ensure your teaching is relevant to the age, ability and previous experiences of the children. The content is not prescriptive; it provides flexibility and allows each individual teacher to interpret the unit in their own way.

This scheme will provide you with the processes involved in long, medium and short term planning necessary for your school.

When designing your programme, it is important to ensure a balance of experiences; experiences that are a

Focus for Progression

To guide teachers through the progressions within each area of activity I have designed a series of **foci** which relate to a specific theme and unit of work. The foci help to facilitate progression to encourage the planning to be challenging, have clear aims and specific learning objectives. The success, direction and pace of each lesson will then depend upon the appropriateness and clarity of the short term (lesson) planning.

When using the units of work, there will be a need to base the children's learning on their previous experiences and ability. It will be possible to identify these experiences within the framework. It will also be desirable to link the concepts and learning from one thematic area to another; the eventual outcome will hopefully be the incorporation of a whole range of experiences formed, for example, into an extended sequence, phrase of movement or game tactic or strategy.

To gain the most benefit from the units of work it is important for the individual teacher to spend time familiarising themselves with the planning and to develop the content and resources for their own individual lessons according to the needs of the individuals within their class. It will also be appropriate to refer to other resources/books to gain ideas to complement the content and learning identified within these units.

Assessment

With the removal of National Curriculum Levels the question occurs as to what will fill the void? There is clearly a need to be able to identify whether the pupils in your school are making progress across a key stage and for this progress to be recorded. More importantly the physical education curriculum needs to be a challenging and positive learning experience that has been designed to meet the needs of your pupils. The curriculum should be taught in such a way that all your pupils enjoy their P.E. and make the maximum amount of progress in their learning.

Assessment (continued)

So what will '**Assessment without Levels**' look like? A key starting point is to ask yourself 'What do you want your children to achieve through the physical education programme?'

It is the answer to this question that should drive your curriculum. In this scheme of work I have identified the following as crucial aspects of your pupil's learning. In addition to '**performer**' they should be:

- **effective learner;**
- **team worker**
- **positive learner;**
- **reflective learner;**
- **active learner;**

How your pupils respond to these criteria will influence the impact of the physical education curriculum upon pupil's learning.

The physical element of the curriculum (Performer) will be developed through the physical/practical '**assessment for learning**' structure of the lesson. Identifying learning objectives, setting targets, reviewing progress, etc. are all crucial to the effective learning within a lesson.

Identifying the gains in pupil's **knowledge, application and understanding** have been tied into the curriculum planning. Ensuring there are gains in all three of these elements is crucial. As a result the AfL element of the lesson is structured to ensure these are addressed by using the following criteria:

- **absorbing;**
- **applying;**
- **improving;**

The use of the term 'absorbing' relates to the enthusiasm of key stage 1 pupils. It is a time when pupils enjoy, experiment and explore all the activities you provide them. They will practice the skills and will then be able to effectively 'apply' them into a game or performance, before improving the performance of themselves and others.

Assessment (continued)

Within your teaching you will be able to refer to the '**learning objectives**' and the '**key starter questions**' from each individual unit of work. You will be able to use the focus and 'key starter questions' to help you identify pupil learning and make judgments in relation to the 'significant progress and attainment' achieved during a lesson/unit. Simply record (an example of a recording sheet is provided) the achievements of those pupils who, during the course of the unit require extra support or have worked beyond expectation. It is possible to use these observations and judgments to help identify the attainment of all the pupils in the class. The decisions you make will also hopefully inform your future teaching and planning as well as providing you with evidence for providing feedback to both parents and children.

The framework for the 'key starter questions' that appear in each unit of work are derived and adapted from **Bloom's Taxonomy**, allowing you to identify a specific question to initiate learning at the start of the lesson and allows learning to commence as soon as the lesson starts. It then provides an opportunity for **mini-plenaries** to take place throughout the lesson to review learning and then again at the end of the lesson in the **main plenary**.

Organisation & Management of the Scheme of Work

Finally, it is hoped this scheme of work will be an evolving, developing programme of physical education provision. Your colleagues should be encouraged to add individual lesson notes, record video evidence of pupil achievements. They might also like to add ideas and preferences for resources, i.e. music tapes, task cards, etc. This information may then be coordinated and monitored by the Physical Education subject leader.

Year Group Overviews with Long Term Planning

Tracking Assessment for Learning in Physical Education

Reception				Learner Characteristics						Performance Focus		
Time	Activity	Theme	Focus	Effective Participant	Performer	Team Worker	Positive Learner	Reflective Learner	Active Learner	Absorbing	Applying	Improving
Autumn 1												
	Games	Ball Skills	Carrying/Rolling/Aiming			O						O
	Gymnastics	Travelling	Different Ways	O						O		
Autumn 2												
	Games	Sending	Throwing/Receiving						O	O		
	Dance	Toys	Rhythm					O			O	
Spring 1												
	Games	Receiving	Retrieving				O					O
	Gymnastics	Balance	Shape			O					O	
Spring 2												
	Games	Creating Games	Individually	O							O	
	Dance	Myself	The Body				O					O
Summer 1												
	Games	Travelling Activities	Circle/Cooperation					O		O		
	Gymnastics	Jumping/Landing	Take-offs/Landings						O		O	
Summer 2												
	Games	Game Forms	Target/Line Markings				O					O
	Dance	Lighthouse Keeper's Lunch	Relationships	O						O		

Tracking Assessment for Learning in Physical Education

Year 1				Learner Characteristics						Performance Focus		
Time	Activity	Theme	Focus	Effective Participant	Performer	Team Worker	Positive Learner	Reflective Learner	Active Learner	Absorbing	Applying	Improving
Autumn 1												
	Games	Ball Skills	Bouncing/Catching			O				O		
	Gymnastics	Travelling	Pathways/Directions	O								O
Autumn 2												
	Games	Sending	Kicking/Receiving				O					O
	Dance	Houses/Homes	Rhythm			O					O	
Spring 1												
	Games	Receiving	Hands/Feet	O								O
	Gymnastics	Balance	Body Parts						O	O		
Spring 2												
	Games	Creating Games	In pairs			O					O	
	Dance	Clothes	Space				O					O
Summer 1												
	Games	Travelling Activities	Chasing Games						O	O		
	Gymnastics	Rolling/Rotating	Transferring Weight					O			O	
Summer 2												
	Games	Game Forms	Jumping/Skipping					O			O	
	Dance	The Sea	Relationships	O						O		

Tracking Assessment for Learning in Physical Education

Year 2				Learner Characteristics						AfL Focus		
Time	Activity	Theme	Focus	Effective Participant	Performer	Team Worker	Positive Learner	Reflective Learner	Active Learner	Absorbing	Applying	Improving
Autumn 1												
	Games	Ball Skills	Dribbling					○			○	
	Gymnastics	Balance	Arches/Bridges						○			○
Autumn 2												
	Games	Sending	Hitting/Striking			○						○
	Dance	Cultural/Historical	Barn Dances - Rhythm	○						○		
Spring 1												
	Games	Receiving	Sticks/Bats				○				○	
	Gymnastics	Rolling/Rotating	Pivoting/Rocking					○		○		
Spring 2												
	Games	Creating Games	Small Groups	○							○	
	Dance	The Seaside	Space			○						○
Summer 1												
	Games	Travelling Activities	Dodging/Avoiding Games				○					○
	Gymnastics	Jumping/Landing	Directions/Body Parts	○						○		
Summer 2												
	Games	Game Forms	Relays/Races					○		○		
	Dance	Inventions	Actions						○		○	

Assessment without Levels

Assessment without Levels

Assessment without Levels - Introduction

The ultimate aim of assessment is to improve learning and not to take on excessive recording and reporting. The aim of 'assessment without levels' is to identify aspects of the curriculum that contributes towards the development of the physically educated child that may be implemented easily and effectively. It should involve setting targets, as well as challenging and improving their knowledge, skills and understanding. This assessment strategy needs to be achieved through a well-planned and effective curriculum.

Crucially, it is important to be able to identify the amount of progress the pupils are making across a key stage. It is therefore necessary to identify where the pupils are at the beginning of the key stage (Baseline Assessment) and then be able to track and record their achievements during the key stage as well as record their attainment at the end of the key stage. The use of standard core tasks will be useful to fulfil this requirement.

The aspects of the physical education curriculum which contribute towards identifying the qualities and capabilities of the 'physically educated child' that are being addressed in this scheme of work are:

- o Effective participant;
- o **Performer;**
- o Team worker;
- o Positive learner;
- o Reflective learner;
- o Active learner.

The proportion and importance of the 'performer' element of 'assessment without levels' will be for individual schools to standardize and implement, according to the importance they place upon the nature of the picture they wish to create.

An Inclusive Curriculum

The physical education curriculum should be highly inclusive. This scheme of work is designed to allow that to happen. The curriculum should be '...skilfully designed to meet the needs and interests of all pupils, including disabled pupils or those with special educational needs'. (Ofsted – Outstanding [1])

The matrix, within this scheme, uses the following four criteria to categorise pupil's learning:

- o Entering (Working Towards = Red);
- o Secure (Working at = Amber);
- o Exceeding (Working Beyond = Green);
- o Excellence.

These four elements provide opportunities and a framework for the teacher to set targets for the pupils during a unit of work as well as during their extra-curricular activities. The colour coding of the targets is also designed to correspond to the 'assessment for learning' (formative) assessment structure identified within the lesson plans.

The 'Performance' foci identified in every lesson plan, provides targets and a framework for progression in the 'assessment for learning' approach that should be used within lessons. The performance focus is divided into three sections and these sections also reinforce pupil's gaining of knowledge, skills and understanding. They are:

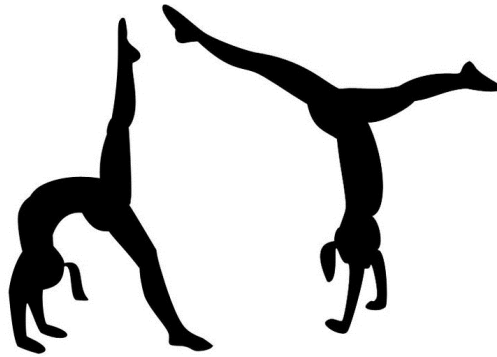
- o Absorbing;
- o Applying;
- o Improving;

The method of recording the attainment of the pupils will be for individual schools to decide, but 'ticking' the matrix will at least allow a 'best fit' assessment to be made.



Assessment without Levels in Physical Education – Key Stage 1

	Effective Participant	Performer	Team Worker	Positive Learner	Reflective Learner	Active Learner
Entering	* Worker ○ Works well independently under supervision; ○ Tries hard;	* Participant ○ Can explore and experiment with own ideas & actions; ○ Can copy actions demonstrated by the teacher;	* Social ○ Enjoys teacher led team games; ○ Works well with others;	* Fair Player ○ Plays fairly with others; ○ Is willing 'to have a go';	* Evaluation ○ Can identify and say what they like when watching others; ○ Can comment on others' performances;	* Physical Activity ○ Enjoys physical activity; ○ Sustains physical activity to improve fitness;
Secure	* Thinker ○ Listens to instructions; ○ Makes decisions for themselves;	* Perseverance ○ Continues to make progress; ○ Can create a sequence/series of linked actions; ○ Has good spatial awareness;	* Relationships ○ Shares with a partner; ○ Takes it in turn when working with a partner;	* Listener ○ Responds well to set tasks; ○ Talks and listens to their partner/others;	* Target Setting ○ Can evaluate their own learning; ○ Can set personal targets;	* Healthy Activity ○ Is physically active in all PE lessons; ○ Enjoys healthy eating; ○ Is engaged in daily physical activity;
Exceeding	* Achiever ○ Gets changed quickly; ○ Works safely in different environments;	* Determination ○ Can work creatively; ○ Has good control, balance (footwork), and coordination; ○ Strives hard to improve;	* Cooperation ○ Works well in small groups; ○ Works well others to move apparatus; ○ Takes on different roles in a team;	* Confident Learner ○ Has high self-esteem; ○ Is a positive role model;	* Receiving Feedback ○ Responds well to feedback; ○ Can give feedback to a partner;	* Health Awareness ○ Can say what happens to the body during exercise; ○ Knows why it is important to warm-up;
Excellence	* Encourager: ○ Is a positive influence on others; ○ Brings their kit; ○ Is prompt when asked to do things;	* Control: ○ Can demonstrate appropriate skills and techniques; ○ Can apply skills working in groups; ○ Uses understanding to compare skills and techniques;	* Collaborator: ○ Helps others; ○ Works well in a team & with others; ○ Listens to the ideas of others;	* Engaged: ○ Asks questions; ○ Volunteers answers; ○ Seeks help/advice;	* Identify: ○ Can explain what they like and why; ○ Know and comment on key points of technique;	* Healthy Lifestyle: ○ Lead a healthy active life – participate in regular sporting activities; ○ Works hard during exercise;



Planning for Gymnastic Activities



Gymnastic Activities Focus for Progression

	Reception	Year 1	Year 2
Balance	* Shape	* <i>Body Parts</i>	* Arches/Bridges
Travelling	* Different Ways	* <i>Pathways/Directions</i>	* <i>Levels</i>
Jumping/Landing	* Take-offs/Landings	* <i>Shape</i>	* <i>Directions/Body Parts</i>
Rolling/Rotating	* <i>Curled/Stretched</i>	* Transferring Weight	* <i>Pivoting/Rocking</i>

Gymnastic activities should show clear progressions to ensure safe practice. Pupils should develop individual skills first on the floor and then on a variety of pieces of apparatus. The skills should be performed individually before being linked into a sequence. Pupils should work independently before working with a partner and then in small groups.



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Gymnastics

Theme: Balance

Focus: Shape

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>a) perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>b) develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>c) choose and link skills and actions in short movement phrases;</i> <i>d) create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>The use of different arrangements of apparatus to set ever increasing challenges to each individual child.</i> EXPLORE: <i>..a variety of ways of making shapes when balancing either high or low. Shapes that are:</i> <i>- wide/thin, small/large, curled/stretched, etc.</i> <i>- balancing on different body parts;</i> <i>..small body parts, i.e. hands, elbows, head, knees, feet, etc.</i> <i>..large body parts, i.e. back side, front, shoulders, etc.</i> EXPERIENCE: <i>..balancing on a combination of large and small body parts;</i> <i>..making a variety of shapes that are either curled, stretched or twisted (on different body parts);</i> <i>..using small apparatus to stimulate ideas and focus attention, i.e. ropes, hoops, marker, etc. (over, into, out, across, around, etc.);</i> DEVELOP: <i>..balances that link shapes into a sequence:</i> <i>- using different body parts;</i> <i>- at different levels;</i> <i>- on/off/along/over or under the apparatus;</i> <i>..by combining balances using changes of direction;</i> CONSIDER: <i>..a clear starting and finishing shape as part of their sequence;</i> <i>..whether the sequence can be repeated;</i> <i>..the apparatus layouts to enhance changes of direction during their sequence;</i>	KNOW: <i>..the difference between a travelling and a still balance;</i> APPLY: <i>..they can show a variety of shapes when balancing on the floor and when using apparatus;</i> UNDERSTAND: <i>..that a sequence may be made up of balances of different shapes;</i>
		Key Starter Questions Identify the Problem: <i>What makes a good quality balance?</i> React to the Problem: <i>How can you improve the quality of your balances?</i> Practice appropriate skills: <i>How can you link good quality balances together?</i> Make Connections: <i>How do balances help to make up a gymnastic sequence?</i> Apply Solutions: <i>How can you use the apparatus to develop a gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Gymnastics

Theme: Balance

Focus: Shape

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	Introduction/Warm Up: <i>Develop spatial awareness and raise pulse rate through different travelling activities. (If necessary scatter some non-slip markers on the floor for the pupils to travel in and out of).</i> <i>travel 'high' in different ways, walk, skip, hop, jump, etc.</i> <i>travel 'high' in different directions – forwards, backwards, sideways, etc.</i> <i>(When the children are asked to stop they should sit on the nearest marker – to help them improve their spatial awareness)</i> EXPLORE/EXPERIENCE: <i>..travel high and 'freeze the action' - make a special shape when they are asked to stop;</i> <i>..travel low – make a shape when asked to stop;</i> <i>..show a variety of balances that show different body shapes:</i> <i>wide;</i> <i>thin;</i> <i>twisted;</i> <i>..repeat balancing using hoops, ropes and markers – using different body parts whilst balancing:</i> <i>on;</i> <i>over;</i> <i>along;</i> DEVELOP: <i>..balances using randomly placed apparatus, such as benches, nesting tables, etc.</i> <i>..use the apparatus to show balances that are:</i> <i>along/on/off;</i> <i>over/under;</i> COOL DOWN/CONCLUSION: <i>..show shapes that are – tall, small, wide, curled, long, etc;</i>	<i>Key Starter Question:</i> Identify the Problem: <i>What makes a good quality balance?</i> APPLYING Entering: (Working Towards) <i>They are able to demonstrate balances that show good quality shapes initially on the floor and then on apparatus;</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to link a variety of balances whilst working on the floor and on apparatus;</i> Exceeding: (Working Beyond) <i>They use their understanding to create a sequence that shows control when moving into /out of a balance, both on the floor and on apparatus. The sequence includes good quality shapes whilst using a variety of body parts.</i>
Differentiation/Resources		
* Hoops, ropes, markers; * Use a variety of pieces of apparatus placed at random. Apparatus that is high, low, wide, thin, etc. * Pupils may choose whether to go on top, under, along, over or against the side of the apparatus;		



Planning for Attainment in Physical Education - Lesson Plan

Year Group: *Reception*

Activity: *Gymnastics*

Theme: *Balance*

Focus: *Shape*

Week:

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering * Fair Player ○ Plays fairly with others; ○ Is willing ‘to have a go’; Secure * Listener ○ Responds well to set tasks; ○ Talks and listens to their partner/others; Exceeding * Confident Learner ○ Has high self-esteem; ○ Is a positive role model;	Introduction/Warm Up: EXPLORE/EXPERIENCE: DEVELOP: COOL DOWN/CONCLUSION:	Key Questions: APPLYING Entering: (Working Towards) <i>They are able to demonstrate balances that show good quality shapes initially on the floor and then on apparatus;</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to link a variety of balances whilst working on the floor and on apparatus;</i> Exceeding: (Working Beyond) <i>They use their understanding to create a sequence that shows control when moving into /out of a balance, both on the floor and on apparatus. The sequence includes good quality shapes whilst using a variety of body parts.</i>
Differentiation/Resources		

Planning for Attainment in Physical Education - Additional Information

Year Group: *Reception*

Activity: *Gymnastics*

Theme: *Balance*

Focus: *Shape*

Learners to Extend	Learners to Support	Other Comments
<i>Gemma is very imaginative and shows a number of interesting and very good quality shapes.</i>	<i>Chris cannot hold a static balance, he has no body tension and fails to show any interesting or challenging shapes.</i>	<i>Some pupils lack confidence on the apparatus and will benefit from more time and opportunity to use a variety of levels, widths and types of apparatus.</i>



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Gymnastics

Theme: Travelling

Focus: Different Ways

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>choose and link skills and actions in short movement phrases;</i> <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Develop body control along with spatial awareness. Create scenarios such as a visit to the jungle, toy shop, woodland, etc.</i> EXPLORE: <i>..various forms of travelling both high and low – linked to topics such as toys, animals, the body etc.</i> <i>..travelling in different:</i> - <i>directions/pathways;</i> - <i>speeds/shapes;</i> EXPERIENCE: <i>..travelling high - skipping, jumping, hopping, leaping, etc.</i> <i>..travelling low - using a variety of body parts for propulsion;</i> - <i>sliding/rolling;</i> - <i>creeping/crawling;</i> - <i>pushing/pulling;</i> DEVELOP: <i>..their actions by using small pieces of apparatus placed at random;</i> <i>..encourage movements:</i> - <i>towards/away from;</i> - <i>around;</i> <i>the apparatus then:</i> - <i>over/along;</i> - <i>off/on;</i> - <i>through/under;</i> CONSIDER: <i>..how they should travel backwards i.e. looking over their shoulder;</i> <i>..the importance of finding and working in space;</i> <i>..colour coding their equipment.</i>	KNOW: <i>..how to use simple equipment safely;</i> APPLY: <i>..they can travel around the hall in different ways;</i> <i>..can work in a space;</i> UNDERSTAND: <i>..why it is necessary to work in a space.</i>
		Key Starter Questions Identify the Problem: <i>What actions contribute towards a good quality ‘travelling’ sequence?</i> React to the Problem: <i>What qualities should a sequence have?</i> Practice appropriate skills: <i>What skills and qualities do you need to demonstrate to show a good quality sequence?</i> Make Connections: <i>How do different levels contribute towards a good quality gymnastic sequence?</i> Apply Solutions: <i>How does the apparatus contribute towards a gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Gymnastics

Theme: Travelling

Focus: Different Ways

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering: <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure: <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding: <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	Introduction/Warm Up: <i>..travel high like a giraffe, showing different pathways (zig-zag, curved, straight, etc.) and different directions;</i> <i>..travel high changing the way they travel every time they change direction e.g.:</i> <i>skip like a lamb - sideways ;</i> <i>gallop like a horse - forwards;</i> <i>jump like a frog - backwards;</i> EXPLORE/EXPERIENCE: <i>..travel low, showing a variety of ways of moving such as:</i> <i>slithering/sliding like a snake;</i> <i>crawling like a beetle;</i> <i>rolling like a hedgehog;</i> <i>..show a sequence that starts high (like an elephant) then changes to travelling low (like a monkey):</i> <i>link the high to low travel with a jump;</i> <i>link the low to low travel with a roll (sideways);</i> DEVELOP: <i>..use the apparatus to show a sequence that includes travelling:</i> <i>along/on/off;</i> <i>over/under;</i> <i>..travel towards and away from the apparatus showing changes of speed both on the floor and when on the apparatus;</i> <i>..a sequence that shows a change of:</i> <i>pathways – straight, curved, zig-zag, square, triangular, spiral, etc;</i> <i>directions – forwards, backwards, sideways;</i> <i>combinations of changes of pathways and directions;</i> COOL DOWN/CONCLUSION: <i>Start low and very, very slow. Gradually get higher, continue to move higher. As they get higher they can get faster. Children could try to keep their head level with the teacher's hand!</i>	Key Questions: Identify the Problem: <i>What actions contribute towards a good quality 'travelling' sequence?</i> ABSORBING Entering: (Working Towards) <i>They are able to link a variety of travelling actions together during their sequence;</i> Secure: (Working At) <i>They are able to link a variety of actions together into a fluent sequence whilst travelling high, medium and low;</i> Exceeding: (Working Beyond) <i>They are able to demonstrate control when performing their sequence that includes changes of level, both on the floor and on apparatus.</i>
Differentiation/Resources		
<i>* Use a variety of pieces of apparatus placed at random. Apparatus that is high, low, wide, thin, such as nesting tables, benches, etc.</i> <i>* Pupils are able to choose whether to go on top, under, along, over or against the side of the apparatus;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year: Reception **Activity:** Gymnastics **Theme:** Jumping/Landing **Focus:** Take-offs/Landings **No of Lessons:** 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>a) perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>b) develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>c) choose and link skills and actions in short movement phrases;</i> <i>d) create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: A variety of ways of travelling - running, jumping, skipping and stopping with control. EXPLORE: ..jumping and landing through related topics such as rabbits, jack- in- the- box, grasshoppers, kangaroos, etc. ..jumping using different feet for take-offs and landings: - hopping, stepping, jumping, etc. ..jumping in different directions in different pathways and patterns - using one foot/two feet etc. whilst using small apparatus; EXPERIENCE: ..a variety of take-offs and landings. Jumping: - into/out; - over/along; - around; a variety of small pieces of apparatus, such as hoops, ropes and markers; ..safe 'squashy' landings - landing on their toes, bending their ankles, knees and hips. DEVELOP: ..a sequence by showing linked jumps in a variety of pathways and directions; ..jumping onto/off low level apparatus; CONSIDER: ..providing a variety of different levels of apparatus; ..safe landing areas and awareness of others when jumping.	KNOW: ..how to land safely and with control; APPLY: ..they can show a variety of jumps using different take-offs and landings; UNDERSTAND: ..why it is important to be aware of others when jumping;
		Key Starter Questions Identify the Problem: <i>What do you need to do in order to jump and land safely?</i> React to the Problem: <i>How can you improve the quality of your jumping and landing?</i> Practice appropriate skills: <i>When jumping on the floor how can you link your jumping and landing actions together to create a sequence?</i> Make Connections: <i>What is the best way for jumping/landing to contribute to your extended gymnastic sequence?</i> Apply Solutions: <i>How can you use the apparatus to develop your gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year: Reception

Activity: Gymnastics

Theme: Jumping/Landing

Focus: Take-offs/Landings

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> - Enjoys physical activity; - Sustains physical activity to improve fitness; Secure <i>* Healthy Activity</i> - Is physically active in all PE lessons; - Enjoys healthy eating; - Is engaged in daily physical activity; Exceeding: <i>* Health Awareness</i> - Can say what happens to the body during exercise; - Knows why it is important to warm-up;	Introduction/Warm Up: Show how different animals would move: - crab/spider; - duck/rabbit; - snake, etc. EXPLORE/EXPERIENCE: ..different take-offs and landings using: - hoops; - ropes; - markers; ..show a sequence that shows jumping/landing: - in/out; - along/over; ..linking different: - hops; - skips; - jumps; ..think about the movements/actions of – kangaroos, rabbits, monkeys, frogs, etc. DEVELOP: ..use the apparatus to show a sequence that includes jumping: - along/off; - on/over; ..place hands on the apparatus and jump along or over the apparatus (e.g. bench); ..combine actions and travel towards and away from the apparatus; COOL DOWN/CONCLUSION: 'Puppet on a string' – copy the actions of a puppet – jumping up and down, then cut the strings and down they fall!	Key Starter Question: Identify the Problem: What do you need to do in order to jump and land safely? APPLYING Entering: (Working Towards) <i>They are able to demonstrate different ways of jumping/landing that show good control on small pieces of equipment;</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to link a variety of jumps together whilst working first on the floor and then on apparatus;</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that includes good jumps/landings when performing both on the floor and on apparatus.</i>
Differentiation/Resources		
* Use a variety of pieces of apparatus placed at random. Apparatus that is high, low, wide, thin, such as nesting tables, benches, etc. * Pupils are able to choose whether to go on top, under, along, over or against the side of the apparatus;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Gymnastics

Theme: Balance

Focus: Body Parts

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>a) perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>b) develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>c) choose and link skills and actions in short movement phrases;</i> <i>d) create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can show a variety of shapes when holding a static balance.</i> EXPLORE: <i>..static balances that are on different parts of the body i.e. 'patches' and 'points' (large and small body parts); ..different ways of moving into and out of a balance when travelling: - high; - medium; - low;</i> EXPERIENCE: <i>..balances that are on different body parts (e.g. 3 small body parts, one large and 2 small body parts) and in different shapes: i.e. twisted, curled and stretched; ..balances that are joined together by twisting, turning, rolling or rotating; ..balances on different combinations of patches and points;</i> DEVELOP: <i>..ideas that are initiated on the floor and extended on the apparatus; ..by starting a sequence of balances on the floor; that move towards the apparatus, use the apparatus, then move away again;</i> CONSIDER: <i>..how the apparatus may be used/ stored and placed. Start with hoops/ropes, etc., random placement of apparatus, then grouped apparatus; ..the safe handling of the apparatus and the rotation of the children from group to group.</i>	KNOW: <i>..know how to balance on a variety of body parts- 'patches'/'points';</i> APPLY: <i>..they can show balances on different body parts at different levels; ..they can move into/out of a balance;</i> UNDERSTAND: <i>..how it is possible to change direction when moving out of a balance;</i> Key Starter Questions Identify the Problem: <i>What is the importance of stillness and control when showing a balance?</i> React to the Problem: <i>What do you need to do in order to hold a still balance?</i> Practice appropriate skills: <i>How can you improve the quality of each balance?</i> Make Connections: <i>How can you transfer your balances from the floor onto the apparatus?</i> Apply Solutions: <i>How can you link a variety of balances together to create a sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Gymnastics

Theme: Balance

Focus: Body Parts

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> - Enjoys physical activity; - Sustains physical activity to improve fitness; Secure <i>* Healthy Activity</i> - Is physically active in all PE lessons; - Enjoys healthy eating; - Is engaged in daily physical activity; Exceeding: <i>* Health Awareness</i> - Can say what happens to the body during exercise; - Knows why it is important to warm-up;	Introduction/Warm Up: ..travel 'high' whilst showing different pathways and directions; ..travel 'high' then freeze the action – continue but this time show a change of level; EXPLORE/EXPERIENCE: ..show a variety of balances using patches/points such as: - one large and 2 small body parts; 3 small body parts; 4 small body parts; ..change the number of body parts and change the shape they are making; TOP TIP: ..maintain good body tension with pointed fingers and toes; ..move from one balance to another – consider how the different balances are linked; ..change the shapes with each balance – wide, thin, twisted, curled, etc. DEVELOP: ..show balances using apparatus, balancing: - against/along; - under/over; - on/off; ..link balances using a: - twist/turn; - roll/travel; COOL DOWN/CONCLUSION: Slow motion stand – count to 10 – pupils lie on the floor and gradually stand up when the teacher counts. They start at 'one' and slowly gradually count to 'ten'. Pupils must keep moving all of the time.	Key Questions: Identify the Problem: <i>What is the importance of stillness and control when showing a balance?</i> ABSORBING Entering: (Working Towards) <i>They are able to explore, copy and repeat a variety of different balances.</i> Secure: (Working At) <i>They are able to show a variety of their own balances using large, small and a combination of different body parts.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate control when performing a sequence that links a variety of different balances.</i>
Differentiation/Resources		
<i>* Hoops, non-slip markers, mats;</i> <i>* Use a variety of pieces of apparatus placed at random. Apparatus that provides a variety of bases for jumping such as benches and mats, etc.</i> <i>* Pupils are able to choose whether to balance on top, under or against the side of the apparatus;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Gymnastics

Theme: Travelling

Focus: Pathways/Directions

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>choose and link skills and actions in short movement phrases;</i> <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Has had experience of travelling in different ways i.e. hopping, sliding etc.</i> EXPLORE: <i>..travelling in a variety of ways using different body parts to travel on and for propulsion;</i> <i>..showing different shapes whilst travelling:</i> - <i>high/low;</i> - <i>fast/slow;</i> EXPERIENCE: <i>..travelling in different ways with variations of direction:</i> - <i>forwards/backwards;</i> - <i>sideways/left/right/diagonal;</i> <i>..travelling in different pathways:</i> - <i>zig-zag/straight/curved;</i> - <i>square/circular/triangular;</i> DEVELOP: <i>..a sequence that combines travelling in different pathways and directions;</i> <i>..a sequence using apparatus showing a variety of pathways and directions whilst travelling:</i> - <i>along/over;</i> - <i>onto/off;</i> - <i>under/through;</i> - <i>towards/away from;</i> CONSIDER: <i>..an awareness of others and their own spatial awareness</i> <i>..changing the speed and level of the travelling actions during a sequence;</i>	KNOW: <i>..the difference between a pathway and travelling in different directions;</i> APPLY: <i>..they can plan, perform and repeat a sequence they have practised and developed;</i> UNDERSTAND: <i>..the importance of working in space;</i>
		Key Starter Questions Identify the Problem: <i>How can you link actions together to achieve fluency?</i> React to the Problem: <i>What linking moves can you use?</i> Practice appropriate skills: <i>How can you improve the quality of your travelling movements?</i> Make Connections: <i>How can you transfer your travelling actions from the floor onto the apparatus?</i> Apply Solutions: <i>How will you know if your sequence has been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Gymnastics

Theme: Travelling

Focus: Pathways/Directions

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering: <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure: <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding: <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	Introduction/Warm Up: <i>..travel 'high' showing a variety of different pathways(zig-zag, spiral, etc.) and different directions (forwards, backwards, sideways);</i> EXPLORE/EXPERIENCE: <i>..show a sequence, that includes 3 different pathways and directions whilst also includes 3 different levels;</i> <i>..show a different pathway with each change of level:</i> <i>- zig-zag;</i> <i>- circular/straight line;</i> <i>- letter shape/geometric shape (square, etc.);</i> <i>..a variety of ways of travelling linked by:</i> <i>- a jump-turn;</i> <i>- a spin-rotation;</i> <i>..linking actions to show a sequence that includes moving from high to low;</i> <i>..change level after every change of direction;</i> <i>..a variety of ways of travelling including:</i> <i>- pulling/pushing;</i> <i>- rolling;</i> <i>- leaping/jumping;</i> DEVELOP: <i>..their sequence onto apparatus showing ways of moving:</i> <i>- towards/away from;</i> <i>- along/on/off;</i> <i>- over/under/through;</i> COOL DOWN/CONCLUSION: <i>'Silent stand' – lay down on the floor and then stand to the slow motion count of 10.</i>	Key Questions: Identify the Problem: <i>How can you link actions together to achieve fluency?</i> IMPROVING Entering: (Working Towards) <i>They are able to comment upon the pathways and directions in their own and others' travelling actions;</i> Secure: (Working At) <i>They are able to comment upon and suggest improvements to their own and others' sequences that include a wide variety of different travelling actions.</i> Exceeding: (Working Beyond) <i>They are able to make improvements to their own sequences when travelling both on the floor and on apparatus so that they show precision and control.</i>
Differentiation/Resources		
<i>* Use a variety of pieces of apparatus (placed at random) that is of various heights and is wide, thin, sloping such as nesting tables, benches, planks, etc.</i> <i>* Create a variety of (colour coded) pathway cards – showing different shapes that may be used as pathways;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year: 1 **Activity: Gymnastics** **Theme: Rolling/Rotating** **Focus: Transferring Weight** **Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> a) <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> b) <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> c) <i>choose and link skills and actions in short movement phrases;</i> d) <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Experience of balancing on 'patches' and 'points'</i> EXPLORE: <i>..a variety of different ways of:</i> - <i>balancing on both patches and points showing a variety of shapes;</i> - <i>moving from one balance/shape into another;</i> - <i>moving from one body part (group of body parts) to another (front to back, hip to hip, knees to shoulders, etc);</i> EXPERIENCE: <i>..holding a shape whilst rotating or rolling through a full 180°;</i> <i>..tension and control in the shapes whilst transferring weight;</i> <i>..a variety of ways to link the balances together through rolling and rotating;</i> <i>..showing changes of direction, level, speed, or pathway;</i> <i>..moving into and out of a balance;</i> DEVELOP: <i>..a sequence that has a set pathway;</i> <i>..by varying the direction of the rolls and rotations;</i> <i>..by including a variety of shapes into the sequence;</i> <i>..the sequence using apparatus:</i> - <i>along/across;</i> - <i>onto/off;</i> - <i>towards/away from;</i> - <i>under/over;</i> CONSIDER: <i>..the speed and level of the balances and rotations;</i>	KNOW: <i>..what parts of the body can be used for balancing;</i> APPLY: <i>..they can move smoothly and with control from one balance to another;</i> UNDERSTAND: <i>..the safety issues concerning the use of apparatus;</i>
		Key Starter Questions Identify the Problem: <i>Which body parts are you able to roll and rotate on?</i> React to the Problem: <i>How can you link rolling and rotating skills together?</i> Practice appropriate skills: <i>How can you improve the fluency of your rolls and rotations?</i> Make Connections: <i>How can you link your movements into a sequence when working with a partner?</i> Apply Solutions: <i>How can you improve the synchronisation of your sequence with a partner?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year: 1

Activity: Gymnastics

Theme: Rolling/Rotating

Focus: Transferring Weight

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> - Can identify and say what they like when watching others; - Can comment on others' performances; Secure <i>* Target Setting</i> - Can evaluate their own learning; - Can set personal targets; Exceeding <i>* Receiving Feedback</i> - Responds well to feedback; - Can give feedback to a partner;	Introduction/Warm Up: <i>..Response activity – Travel around the hall then follow the teachers instructions, e.g. 'touch the floor with your left hand', 'touch the floor with your right knee', etc.;</i> <i>..travel around the hall, first high, then low;</i> EXPLORE/EXPERIENCE: <i>..balance on patches and points;</i> <i>..transfer weight from:</i> - back to front; - seat to knees; - knees to shoulders; <i>Can they find their own body parts to link?</i> <i>Can they show changes of direction/reverse?</i> <i>..link balances by rolling using:</i> - a log roll; - an egg roll, etc.; <i>..rotate and then hold a balance (i.e. a rotation is a spin/turn on the spot or around an axis such as bottom or tummy);</i> <i>..link 3 balances with rolls and rotations to create a sequence;</i> <i>..share ideas and work with a partner:</i> - match/mirror; - follow; <i>..create a sequence with a partner;</i> DEVELOP: <i>..a sequence on the apparatus showing ways of rolling/rotating:</i> - on/along; - around; COOL DOWN/CONCLUSION: <i>..sit down into a cross legged position, then stand up from a cross legged position;</i>	Key Question – Week 1: Identify the Problem: <i>Which body parts are you able to roll and rotate on?</i> APPLYING Entering: (Working Towards) <i>They are able to transfer weight from one body part to another and can apply their rolling and rotating skills into a sequence;</i> Secure: (Working At) <i>They are able to show some understanding of the best body parts, shapes and balances they may use to create a sequence, both on the floor and on apparatus.</i> Exceeding: (Working Beyond) <i>They are able to apply their skills to create a fluent sequence that shows coordination, precision and control.</i>
Differentiation/Resources		
<i>* Use a variety of pieces of apparatus (placed at random) that is of various heights and is wide, thin, sloping such as nesting tables, benches, planks, etc.</i> <i>* Pupils may choose whether to go on top, under, along, over or against the side of the apparatus;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2 **Activity: Gymnastics**

Theme: Balance

Focus: Arches/Bridges

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>choose and link skills and actions in short movement phrases;</i> <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>They can show balances on different body parts showing a variety of shapes.</i> EXPLORE: <i>..taking weight on a variety of different body parts; ..static balances that are on combinations of body parts i.e. 'patches' and 'points' and showing a variety of shapes; ..different ways of moving into and out of a balance i.e. rolling and rotating.</i> EXPERIENCE: <i>..making an 'arch' (face down) and a 'bridge' (face up) using a variety of patches/points; ..arches and bridges that are joined together by twisting, turning, rolling or rotating.</i> DEVELOP: <i>..ideas that are initiated on the floor and extended on the apparatus; ..arches and bridges that are either: under, over, along, across, or against the apparatus; ..a sequence of balances on the floor; that move towards the apparatus, use the apparatus, then move away again; ..control - with the end of one balance becoming the beginning of the next;</i> CONSIDER: <i>..how the apparatus may be used/ stored and placed; ..start with hoops/ropes etc., random placement of apparatus, then grouped apparatus; ..showing changes of direction and level during a sequence; ..how the children are to handle the apparatus;</i>	KNOW: <i>..how an 'arch' may be linked to a 'bridge';</i> APPLY: <i>..they can show arches and bridges using different body parts at different levels;</i> UNDERSTAND: <i>..that apparatus may be used to aid and improve the quality of a sequence;</i>
		Key Starter Questions Identify the Problem: <i>What makes a good quality arch and bridge?</i> React to the Problem: <i>How can you improve the quality of your arches and bridges?</i> Practice appropriate skills: <i>How can you link good quality arches and bridges together?</i> Make Connections: <i>How do arch and bridge balances help to make up a gymnastic sequence?</i> Apply Solutions: <i>How can you use the apparatus to develop a gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Gymnastics

Theme: Balance

Focus: Arches/Bridges

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> - Enjoys physical activity; - Sustains physical activity to improve fitness; Secure <i>* Healthy Activity</i> - Is physically active in all PE lessons; - Enjoys healthy eating; - Is engaged in daily physical activity; Exceeding: <i>* Health Awareness</i> - Can say what happens to the body during exercise; - Knows why it is important to warm-up;	Introduction/Warm Up: <i>..aerobic warm up – travel high in different ways - running, hopping, skipping, jumping, etc.</i> <i>..travel high showing different pathways and directions;</i> <i>..create a sequence – changing their pathway, direction, way of travelling after every count of 5;</i> EXPLORE/EXPERIENCE: <i>..a variety of balances showing different:</i> - body shapes; - body parts (patches/points); <i>..balances where the tummy is facing:</i> - the ceiling (bridge); - the floor (arch); <i>..link an arch and a bridge together;</i> <i>..teach their sequence to a partner then work with a partner to create a longer sequence;</i> <i>..demonstrate a variety of different balances in a longer sequence;</i> DEVELOP: <i>..alternate arches and bridges (individually or with a partner) whilst using apparatus - show balances that are:</i> - along/on/off; - over/under; COOL DOWN/CONCLUSION: <i>..arches and bridges – can they:</i> - create an arch making a wide shape? - show a bridge with a narrow shape? <i>..slow motion stand – lay down and start counting very slowly to 10 – when the count reaches 10 they should be stood up;</i>	Key Questions: Identify the Problem: <i>What makes a good quality arch and bridge?</i> IMPROVING Entering: (Working Towards) <i>They are able to comment upon the arches and bridges in their own and others' performances;</i> Secure: (Working At) <i>They are able to comment upon and suggest improvements to their own and others' sequences that include a wide variety of different balances.</i> Exceeding: (Working Beyond) <i>They are able to make improvements to their own sequences when balancing both on the floor and on apparatus so that they show precision and control.</i>
Differentiation/Resources		
* Use a variety of pieces of apparatus (placed at random) that is of various heights and is wide, thin, sloping such as nesting tables, benches, planks, etc. * Show some photos (colour coded) of pupils holding different shapes, which they may use as a starting shape;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2 **Activity: Gymnastics** **Theme: Jumping/Landing** **Focus: Directions/Body Parts** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>choose and link skills and actions in short movement phrases;</i> <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can use their hands to assist their jumps. Can jump from different heights of apparatus enabling everyone to achieve success at their own level.</i> EXPLORE: <i>..a variety of ways of jumping and landing, showing different combinations for take-offs/landings; ..explore different directions i.e. fwrds, bwds, sideways; ..explore jumping using their hands placed on the floor.</i> EXPERIENCE: <i>.. jumping in different ways/directions/levels using their hands on the floor/apparatus acting as a pivot; ..experience safe 'squashy' landings, bending at their hips, knees, ankles and toes; ..use small apparatus to stimulate ideas and focus attention, i.e. ropes, hoops, etc. ..experience jumping high and long;</i> DEVELOP: <i>..extend into a sequence showing different directions, take offs and body parts; ..by jumping - along/over/from the apparatus; ..by combining directions and use of apparatus;</i> CONSIDER: <i>..control showing starting and finishing shapes/position; ..what shape they will make in the air? ..consider safe landings and the different levels of apparatus; ..the apparatus layouts for both activity and safety; ..other people before jumping.</i>	KNOW: <i>..how different take-offs can affect their shape whilst in the air;</i> APPLY: <i>..they can jump in different directions using their hands;</i> UNDERSTAND: <i>..the importance of safe landings when jumping from a height;</i>
		Key Starter Questions Identify the Problem: <i>What are the different ways in which you can take-off when jumping?</i> React to the Problem: <i>What is the safest way to land following a jump?</i> Practice appropriate skills: <i>How can you improve the quality of your jumps when performing a gymnastic sequence?</i> Make Connections: <i>What would you expect to see, when your jumping/landing is transferred onto the apparatus?</i> Apply Solutions: <i>What characteristics would you expect to see in a high quality gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2 **Activity: Gymnastics** **Theme: Jumping/Landing** **Focus: Directions/Body Parts** **Week: 1**

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> <i>○ Works well independently under supervision;</i> <i>○ Tries hard;</i> Secure <i>* Thinker</i> <i>○ Listens to instructions;</i> <i>○ Makes decisions for themselves;</i> Exceeding <i>* Achiever</i> <i>○ Gets changed quickly;</i> <i>○ Works safely in different environments;</i>	Introduction/Warm Up: <i>Spread markers at random around the hall then run, jump/take-off from a marker and land – consider:</i> <i>- take-offs/landings;</i> <i>- shapes;</i> <i>- turning;</i> EXPLORE/EXPERIENCE: <i>..different take-off and landings using:</i> <i>- hoops;</i> <i>- ropes;</i> <i>- markers;</i> <i>..jumping in different ways:</i> <i>- using hands (e.g. bunny hops);</i> <i>- directions/pathways;</i> <i>..teach their sequence to a partner, then combine actions and equipment and develop with a partner:</i> <i>- leading/following;</i> <i>- meeting/parting;</i> <i>- mirroring/matching;</i> DEVELOP: <i>..develop a sequence using apparatus (either individually or with a partner):</i> <i>- on/off/along;</i> <i>- meeting/parting;</i> <i>..show different directions, take-offs and landings when using the apparatus;</i> COOL DOWN/CONCLUSION: <i>Show shapes that are:</i> <i>- tall/small;</i> <i>- wide/thin;</i>	Key Questions: Identify the Problem: <i>What are the different ways in which you can take-off when jumping?</i> ABSORBING Entering: (Working Towards) <i>They are able to explore, copy and repeat a variety of different ways to jump and land.</i> Secure: (Working At) <i>They are able to show a variety of different ways to jump and land showing jumps in different directions and can include their hands (different body parts).</i> Exceeding: (Working Beyond) <i>They are able to demonstrate control when performing a sequence that includes a variety of different jumps.</i>
Differentiation/Resources		
* Hoops, ropes and markers; * Large apparatus; * Colour coded/differentiated cards that show: - body shapes; - starting positions;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Gymnastics

Theme: Rolling/Rotating

Focus: Pivoting/Rocking

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> <i>master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities;</i> <i>Pupils may also be taught to:</i> <i>perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus;</i> <i>develop the range of their skills and actions (for example balancing, taking off and landing, turning and rolling);</i> <i>choose and link skills and actions in short movement phrases;</i> <i>create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can transfer weight from one area of their body to another.</i> EXPLORE: <i>..various parts of the body that will allow pivoting/rocking;</i> <i>..the various:</i> <i>- directions;</i> <i>- levels;</i> <i>- body parts;</i> <i>..upon which the body can rock/pivot;</i> EXPERIENCE: <i>..rocking from one body part onto another;</i> <i>..rocking into and out of balances;</i> <i>..pivoting on a variety of different body parts;</i> <i>..pivoting/rocking from one shape into another;</i> DEVELOP: <i>..a sequence showing how changes of direction may be achieved;</i> <i>..balancing from one position and rocking into another then back again;</i> <i>..a sequence that involves rocking/pivoting:</i> <i>- under/against;</i> <i>- over/along;</i> <i>- on/off apparatus;</i> CONSIDER: <i>..in which directions it is best for the body to rock:</i> <i>- side to side;</i> <i>- forwards and back;</i> <i>..and whether the body is face up or face down;</i>	KNOW: <i>..how a pivoting/rocking action can be included in a longer sequence;</i> APPLY: <i>..they can show a sequence that involves both pivoting and rocking on different body parts;</i> UNDERSTAND: <i>..the importance of the body rocking from one position into another and how these actions;</i>
		Key Starter Questions Identify the Problem: <i>What are the different ways in which you can transfer weight during a gymnastic sequence?</i> React to the Problem: <i>What are the different ways in which you can 'travel' during a gymnastic sequence?</i> Practice appropriate skills: <i>How can you improve the fluency of your movements in a gymnastic sequence?</i> Make Connections: <i>What type of movements would you expect to see in a sequence when rolling and rotating on apparatus?</i> Apply Solutions: <i>What characteristics would you expect to see in a high quality gymnastic sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Gymnastics

Theme: Rolling/Rotating

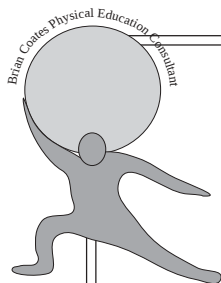
Focus: Pivoting/Rocking

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> ○ <i>Can identify and say what they like when watching others;</i> ○ <i>Can comment on others' performances;</i> Secure <i>* Target Setting</i> ○ <i>Can evaluate their own learning;</i> ○ <i>Can set personal targets;</i> Exceeding <i>* Receiving Feedback</i> ○ <i>Responds well to feedback;</i> ○ <i>Can give feedback to a partner;</i>	Introduction/Warm Up: <i>Travel in different ways, showing interesting shapes when asked to 'freeze'.</i> EXPLORE/EXPERIENCE: <i>..rolling showing different shapes – sideways – log, pencil, egg, dish/bowl (saucer), etc.</i> <i>..pivoting/rotating:</i> - <i>bottom;</i> - <i>tummy/back;</i> - <i>feet/knees;</i> <i>..rotating using different body parts considering:</i> - <i>shapes;</i> - <i>directions;</i> <i>..rocking (backwards/forwards):</i> - <i>on their tummy/back;</i> - <i>side to side;</i> <i>..develop a sequence linking 2 rolls with 2 rotations;</i> <i>..develop a sequence with a partner combining ideas from both pupils own sequences into a longer sequence;</i> DEVELOP: <i>..ways of rolling and rotating (either individually or with a partner):</i> - <i>on /along;</i> - <i>around/off;</i> <i>..show a sequence of movements looking at which body parts are being used for both rolling and rotating;</i> COOL DOWN/CONCLUSION: <i>..show letter shapes made with their body;</i>	Key Questions: Identify the Problem: <i>What are the different ways in which you can transfer weight during a gymnastic sequence?</i> ABSORBING Entering: (Working Towards) <i>They are able to explore, copy and repeat a variety of different ways to roll and rotate.</i> Secure: (Working At) <i>They are able to show a variety of different ways to roll and rotate showing pivoting and rocking in different directions.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate control when performing a sequence that includes a variety of different rolls and rotations.</i>
Differentiation/Resources		
<i>* A variety of pieces of large apparatus containing bars for pupils to rotate around;</i> <i>* Colour coded/differentiated cards that show:</i> - <i>body shapes;</i> - <i>starting positions;</i>		



Planning for Dance



Dance Focus for Progression - Key Stage One

Rhythm		The Body		Space	
R	Regular/Percussion (Toys)	R	Body Parts (Myself)	R	Own Space (Colour)
Y1	Slow (Houses/Homes)	Y1	Shape (Growth)	Y1	Partner Space (Clothes)
Y2	Fast/Irregular (Country Dances)	Y2	Matching/Mirroring (Materials)	Y2	General Space (The Seaside)
Actions		Dynamics		Relationships	
R	Travelling/Moving/Stopping (Animals)	R	Strong/Gentle (Weather)	R	Individual (Lighthouse Keeper's Lunch)
Y1	Stillness/Balance/Gesture (Light and Dark)	Y1	Fast/Slow (Plants & Animals)	Y1	Partner (The Sea)
Y2	Jumping/Turning (Inventions)	Y2	Float/Drift (Space)	Y2	Objects/Environment (Story Character)
Work individually and with others. Practise and improve their actions/sequences					

Experiences/Skills, Spatial Awareness, Use of Stimuli, Creative/Aesthetic Awareness
Co-operation and Communication



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception **Activity:** Dance **Topic:** Toys **Theme:** Rhythm **Focus:** Regular/Percussion **No. Lessons:** 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Actions associated with different toys, e.g. mechanical, musical, cuddly, to play games with i.e. ball, cars, etc. and traditional: puppet, jack in the box, etc.</i> EXPLORE: <i>..actions involved when going around the toy shop, i.e. excitement, rushing, pointing, jumping, touching, etc. looking at the actions/movements of the different toys:</i> - <i>soldiers - marching, saluting, beating the drum;</i> - <i>robots - stiff movements;</i> - <i>jack in the box - jumping, floppy actions;</i> - <i>rag doll - floppy actions;</i> - <i>bubbles - growing, floating, drifting, bursting.</i> EXPERIENCE: <i>..different speeds when shopping:</i> - <i>lifting/opening boxes (heavy/light);</i> - <i>taking toys out to play with (rushing);</i> - <i>winding-up, switching on, pulling strings, (slow) etc.</i> <i>..show heavy, light, large and small boxes/toys;</i> <i>..working in their own space:</i> - <i>using different body parts;</i> - <i>travelling and linking actions together into a sequence;</i> - <i>showing changes of speed: smooth, jerky, floating;</i> DEVELOP: <i>..how they work in their own space and show stretched/curled, high/low, forwards/backwards/sideways;</i> <i>..link with a partner to lift heavy boxes, operate toys, etc.</i> CONSIDER: <i>..showing their ideas to others;</i> <i>..using different body parts, i.e. back, side, etc.</i>	KNOW: <i>..how actions can show/represent real life or pretend events;</i> APPLY: <i>..they can move with control in response to different rhythms/music;</i> UNDERSTAND: <i>..the importance of working safely in space;</i>
		Key Starter Questions Identify the Problem: <i>How can music improve a dance?</i> React to the Problem: <i>How can rhythm/tempo change the actions and movements of the dance?</i> Practice appropriate skills: <i>How can step patterns change the rhythm of the dance?</i> Make Connections: <i>How can different music be used to create contrasting movements/dances?</i> Apply Solutions: <i>How can you use different rhythms to change a dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception **Activity:** Dance **Topic:** Toys **Theme:** Rhythm **Focus:** Regular/Percussion **Week:** 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> - Enjoys physical activity; - Sustains physical activity to improve fitness; Secure <i>* Healthy Activity</i> - Is physically active in all PE lessons; - Enjoys healthy eating; - Is engaged in daily physical activity; Exceeding: <i>* Health Awareness</i> - Can say what happens to the body during exercise; - Knows why it is important to warm-up;	Introduction/Warm Up: <i>Travel to the toy shop – hop, skip, etc – excited about going shopping. Travel in different directions (backwards/forwards/sideways).</i> EXPLORE/EXPERIENCE: <i>..lift boxes from the shelf:</i> - large, medium, small; - top shelf, middle shelf, bottom shelf; - light, medium, heavy; <i>..open boxes, pulling open the flaps, moving around the box,</i> - sitting, kneeling, standing; <i>..take out their toy – what have they got?</i> - Puppet, - Jack-in-the-box; - Toy soldier/super hero; - Robot/transformer; <i>..move around the hall performing the actions of their toy;</i> <i>..perhaps use a tambourine to control the speed of the actions;</i> DEVELOP: <i>..work with a partner to:</i> - take a toy out of the box – how does it move? - control the toy - strings, remote control, wind-up, etc. <i>..show changes of:</i> - body shapes, levels; - pathways/directions; etc. COOL DOWN/CONCLUSION: <i>..toys wind down – slow down until they come to a stop, then freeze;</i> <i>..puppet – stretch up tall, cut their strings and down the fall/collapse on the floor;</i>	Key Question – Week 1: Identify the Problem: <i>How can music improve a dance?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills for the performance of their dance.</i> Secure: (Working At) <i>Pupils are able to use their compositional ideas when creating a dance that includes contrasting actions and movements.</i> Exceeding: (Working Beyond) <i>Pupils are able to respond to different stimuli with a beneficial and effective impact upon their dance performance.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* A variety of toys – to show how they move – a different one each week;</i> <i>* Ribbons, etc.</i> <i>* Colour coded group formation/procession cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception **Activity:** Dance **Topic:** Myself **Theme:** The Body **Focus:** Body Parts **No. Lessons:** 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Actions associated with different aspects of our bodies i.e. exercise, play, games, rest, eating, breathing, our senses, our muscles, growing etc.</i> EXPLORE: <i>..the movements of different body parts showing a variety of actions involved in:</i> - <i>the movement of different body parts;</i> - <i>playing games - throwing, rolling, bouncing, or kicking a ball;</i> - <i>a visit to the park i.e. pushing swings, round-a-bout, see-saw, rocking toys, slides, etc.</i> - <i>hitting a ball with a tennis racket, cricket bat, or hockey stick, etc.</i> <i>..the shapes, directions, space, levels, pathways, etc. involved in these actions;</i> EXPERIENCE: <i>..linking a variety of actions together into a sequence:</i> - <i>travelling in different pathways and directions;</i> - <i>showing changes of: level, speed and direction;</i> DEVELOP: <i>..their ideas in their own personal space;</i> <i>..by linking to music/rhythm;</i> CONSIDER: <i>..how different stimuli may be used to initiate their movements i.e. ribbons, video, pictures, etc.;</i> <i>..making up their own sequence of actions based on their own ideas;</i> <i>..the need for resting/relaxing, eating, breathing for exercise and when tired;</i>	KNOW: <i>..how to represent different activities through clear body actions and shapes;</i> APPLY: <i>..they can show large and small actions using different body parts in their personal space;</i> UNDERSTAND: <i>..that the movement of an individual body part may be used to represent an action;</i>
		Key Starter Questions Identify the Problem: <i>How can actions and gestures be used to represent the topic/theme of the dance?</i> React to the Problem: <i>How can you link your different actions and gestures into a sequence?</i> Practice appropriate skills: <i>How can repeating actions and movement patterns improve the appearance of your dance?</i> Make Connections: <i>How can you use different stimuli to enhance your dance?</i> Apply Solutions: <i>How can you use different relationships and formations to improve your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Dance

Topic: Myself

Theme: The Body

Focus: Body Parts

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	Introduction/Warm Up: <i>Get dressed for action – sports clothes, training shoes, etc.</i> EXPLORE/EXPERIENCE: <i>.. a variety of actions associated with sport and exercise:</i> <i>warming up/stretching;</i> <i>playing a sport – kicking or throwing a ball;</i> <i>hitting a ball – tennis, hockey, etc.</i> <i>swimming – front crawl, back stroke, breast stroke;</i> <i>athletics – shot, discus, javelin;</i> <i>..repeat each action 3 times:</i> <i>change the direction/pathway each time;</i> <i>change the shape;</i> <i>..link their 3 favourite actions together into an extended sequence then add a travel in-between actions;</i> DEVELOP: <i>..perform their sequence to music (slow, sustained e.g. 'Chariots of Fire');</i> <i>..the tension/quality of actions with:</i> <i>stretched shapes/tight muscles,</i> <i>pointed fingers and toes;</i> <i>head held high - eyes focused in front;</i> <i>..the sequence by:</i> <i>showing contrasting speeds/weight/tension;</i> <i>linking with a partner:</i> <i>matching/mirroring;</i> <i>leading/following;</i> <i>..add a jump/turn then 'freeze' the action;</i> COOL DOWN/CONCLUSION: <i>..cool down – stretching;</i> <i>..take a shower – wash and dry themselves with a towel;</i>	Key Question – Week 1: Identify the Problem: <i>How can actions and gestures be used to represent the topic/theme of the dance?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to perform a dance showing appropriate contrasting actions and movements, linked with fluency and control.</i> Secure: (Working At) <i>Pupils use their understanding of dance to modify and improve their own and their partner's dance performance.</i> Exceeding: (Working Beyond) <i>Pupils are able to identify the strengths of their own and other's performances and can modify and refine their dances to improve the fluency and quality.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Sports Videos/Pictures;</i> <i>* Ribbons, etc.</i> <i>* Colour coded - pathway cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception **Activity:** Dance **Topic:** Lighthouse Keeper's Lunch **Theme:** Relationships **No. Lessons:** 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Actions linked to the story of the lighthouse keeper (Mr Grinling) getting to work, keeping the lighthouse clean and his wife (Mrs. Grinling) making lunch, and the difficulties of getting the lunch to the lighthouse.</i> EXPLORE: <i>..a variety of actions that can be seen when:</i> - <i>working a pulley (where/how/what direction, etc?);</i> - <i>polishing, sweeping;</i> - <i>cooking;</i> - <i>rowing.</i> EXPERIENCE: <i>..linking a series of different actions together, showing changes of:</i> - <i>direction/pathway;</i> - <i>shape;</i> - <i>ways of travelling;</i> DEVELOP: <i>..individual sequences to create a tableau/motif that may be linked with others;</i> <i>..their sequence with:</i> - <i>a change of speed and level;</i> - <i>different rhythms/music;</i> CONSIDER: <i>..working in small groups with some members of the group showing their actions, whilst the other half show the actions of seagulls flying around the lunch basket as it travels across on the pulley to the lighthouse:</i> - <i>advancing/retreating;</i> - <i>swooping/diving/turning, etc.</i>	KNOW: <i>..how to link their actions together smoothly into a sequence;</i> APPLY: <i>..they can travel in different ways showing changes of pathway and direction;</i> UNDERSTAND: <i>..the importance of being able to repeat their actions in the same way to allow others to link with them;</i>
		Key Starter Questions Identify the Problem: <i>What can you do to improve the appearance of your dance performance?</i> React to the Problem: <i>What relationships can you show when working with your partner or others in your group?</i> Practice appropriate skills: <i>How should the relationships in your dance be modified when performing your dance to an audience?</i> Make Connections: <i>How can different formations be used to enhance your dance?</i> Apply Solutions: <i>How can you judge the effectiveness/success of your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Dance

Topic: Lighthouse Keeper's Lunch

Theme: Relationships

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering: <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure: <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding: <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	Introduction/Warm Up: <i>Consider how seagulls will fly, swoop and dive as they search for food. Travel around the hall keeping in space as they show the actions of the gulls.</i> EXPLORE/EXPERIENCE: <i>..explore as an individual the actions of pulling:</i> <i>on the pulley to take the food in the basket to the lighthouse;</i> <i>on the oars to row out to the lighthouse;</i> <i>..consider the different:</i> <i>directions – forwards, backwards, up, down;</i> <i>pushing actions;</i> <i>..create a sequence combining pushing and pulling actions;</i> <i>..combine a series of 3 actions together into a sequence, showing contrasting - directions/levels/speeds;</i> DEVELOP: <i>..develop a sequence that includes 3 different cleaning actions:</i> <i>sweeping;</i> <i>polishing;</i> <i>washing;</i> <i>..teach your sequence to your partner;</i> <i>..partner work that involves both, matching and mirroring;</i> <i>..combine actions to make an extended sequence (6) of different types of actions;</i> <i>..develop their sequence to show:</i> <i>contrasting actions;</i> <i>includes a 'travel';</i> COOL DOWN/CONCLUSION: <i>..show how the seagulls get tired and settle down on a rock to rest and sleep;</i>	Key Question – Week 1: Identify the Problem: <i>What can you do to improve the appearance of your dance performance?</i> ABSORBING Entering: (Working Towards) <i>Pupils perform a variety of individual actions and begin to link them into a sequence.</i> Secure: (Working At) <i>Pupils are able to perform a sequence that has good fluency, quality and control.</i> Exceeding: (Working Beyond) <i>When pupils perform a dance with others they are able to include a variety of different relationships that demonstrate good coordination and timing.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Book – Lighthouse Keeper's Lunch;</i> <i>* Ribbons, scarves, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Dance

Topic: Clothes

Theme: Space

Focus: Partner Space

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>This unit of work relates to different people, their clothes and the actions associates with them when wearing different items of clothes, i.e. shoes, hats, coats, fashion show, etc.</i> EXPLORE: <i>..individually a variety of actions associated with different types of:</i> - <i>footwear - tennis, football, ballet, building, wellington, workmen's boots;</i> - <i>hats - witches, police officer, fire fighter, etc.;</i> - <i>coats, gloves, sun glasses, goggles, etc.</i> EXPERIENCE: <i>..contrasting shapes and speeds of actions linked together:</i> - <i>playing tennis – service, forehand/backhand strokes;</i> - <i>fire-fighting – hose, winch, buckets;</i> - <i>building site labourer – brick laying;</i> - <i>making a snowman;</i> <i>..actions with different:</i> - <i>step patterns - small/large, slow/quick;</i> - <i>pathways/directions;</i> - <i>levels;</i> DEVELOP: <i>..working co-operatively with a partner - travelling:</i> - <i>together;</i> - <i>leading/following;</i> - <i>towards/apart;</i> CONSIDER: <i>..traditional costumes from around the world;</i> <i>..using dressing up clothes as stimuli;</i> <i>..using an item of clothing as stimuli, i.e. hat, boots, etc.</i>	KNOW: <i>..that people wear different clothes for different jobs and why;</i> APPLY: <i>..they can show different step patterns with a partner;</i> UNDERSTAND: <i>..the importance of showing exaggerated shapes to improve the quality of their work;</i>
		Key Starter Questions Identify the Problem: <i>How can actions be used with a partner to improve the dance?</i> React to the Problem: <i>How can you link different actions with your partner, into a sequence?</i> Practice appropriate skills: <i>How can you work with your partner (relationships) to perform your dance?</i> Make Connections: <i>How can different formations be used to enhance your dance?</i> Apply Solutions: <i>How can you use different travelling actions to improve your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Dance

Topic: Clothes

Theme: Space

Focus: Partner Space

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	Introduction/Warm Up: <i>..'Hot Floor' – pupils imagine they are walking on very hot sand and jump up and down, very quickly, to try and cool off their feet – they hop, skip, etc. – play some fast music to help.</i> EXPLORE/EXPERIENCE: <i>..choose an item of clothing and consider the actions associated with that item of clothing – then get dressed ready for action (e.g. swimming costume and goggles):</i> <i>swim forwards using front crawl;</i> <i>swim backward – backstroke;</i> <i>turn in circles – breaststroke;</i> <i>..create a sequence combining all 3;</i> DEVELOP: <i>..a sequence showing:</i> <i>diving in;</i> <i>turning around;</i> <i>..a sequence with a partner showing:</i> <i>synchronised swimming;</i> <i>..now allow the pupils to choose their own item of clothing and see how they respond when they create a sequence;</i> <i>..do they show changes of:</i> <i>direction;</i> <i>shape;</i> <i>..different relationships with their partner:</i> <i>matching/mirroring;</i> <i>leading/following;</i> <i>meeting/parting;</i> <i>contact – shared space; etc.</i> COOL DOWN/CONCLUSION: <i>..take a shower and dry off with a towel;</i>	Key Question – Week 1: Identify the Problem: <i>How can actions be used with a partner to improve the dance?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to perform a dance showing appropriate contrasting actions and movements, linked with fluency and control.</i> Secure: (Working At) <i>Pupils use their understanding of dance to modify and improve their own and their partner's dance performance.</i> Exceeding: (Working Beyond) <i>Pupils are able to identify the strengths of their own and other's performances and can modify and refine their dances to improve the fluency and quality.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* A variety of different items of clothing;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1 **Activity: Dance** **Topic: Houses/Homes** **Theme: Rhythm** **Focus: Slow** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Investigate actions related to doing the housework and building a house/home.</i> EXPLORE: <i>..individually a variety of actions associated with:</i> - <i>household chores, i.e. washing, cooking, cleaning, ironing, dusting, window cleaning, etc.;</i> - <i>building a house:</i> - <i>brick-laying, mixing cement;</i> - <i>carpentry: sawing, hammering, painting, etc.</i> EXPERIENCE: <i>..actions with contrasting:</i> - <i>shapes;</i> - <i>levels;</i> - <i>speeds;</i> <i>..linking a variety of actions together to form a sequence;</i> <i>..responding to a slow sustained piece of music;</i> DEVELOP: <i>..a sequence of actions with a partner linked to show different body shapes i.e. stretched, both high and low;</i> <i>..sequences linked to music that include travel as well as changes of level and shape;</i> CONSIDER: <i>..how they are going to work co-operatively with their partner?</i> <i>Can they show:</i> - <i>contact at some point?</i> - <i>an up/down action?</i> - <i>a turning action?</i> <i>..which of these actions they will include in their sequence and how they will link these movements together?</i>	KNOW: <i>..that control and large shapes make their dances better to watch;</i> APPLY: <i>..they can respond to a slow rhythm and link different shapes with changes of level and a turning action;</i> UNDERSTAND: <i>..the importance of linking their sequence to the music;</i>
		Key Starter Questions
		Identify the Problem: <i>How can the use of space during your dance improve the appearance of the dance?</i> React to the Problem: <i>How can the use of actions and gestures in both personal and general space enhance your dance?</i> Practice appropriate skills: <i>How can you use different pathways and directions to improve your use of space?</i> Make Connections: <i>How can music and other stimuli enable you to improve the use of space in your dance?</i> Apply Solutions: <i>How can repeating a phrase of movement improve your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1 **Activity: Dance**

Topic: Houses/Homes

Theme: Rhythm

Focus: Slow

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> <i>Enjoys teacher led team games;</i> <i>Works well with others;</i> Secure <i>* Relationships</i> <i>Shares with a partner;</i> <i>Takes it in turn when working with a partner;</i> Exceeding <i>* Cooperation</i> <i>Works well in small groups;</i> <i>Works well others to move apparatus;</i> <i>Takes on different roles in a team;</i>	Introduction/Warm Up: <i>..pupils get dressed for action – they put on their working clothes, such as boots, hat and gloves etc...then:</i> <i>..'Hi-Ho-Hi-Ho – it's off to work we go' – pupils lift and carry their tools on their shoulder and march off to work. Follow others to create a line of 4.</i> EXPLORE/EXPERIENCE: <i>..explore and then choose their 3 favourite actions from:</i> <i>- digging/pick-axe;</i> <i>- sawing;</i> <i>- lifting/loading/carrying;</i> <i>- brick laying;</i> <i>- painting;</i> <i>..freeze the action – hold a dramatic shape and have a pretend 'picture/photo' taken;</i> DEVELOP: <i>..work with a partner to develop a sequence that shows:</i> <i>- alternating;</i> <i>- matching/mirroring;</i> <i>..add a travel;</i> <i>..show changes of:</i> <i>- level;</i> <i>- speed;</i> <i>- directions;</i> COOL DOWN/CONCLUSION: <i>..lie down on the floor and go to sleep, then follow the leader, when touched by the teacher;</i> <i>..the first pupil touched becomes the leader and leads the rest along a 'squiggly' pathway – eventually ending up at the hall door;</i>	Key Question – Week 1: Identify the Problem: <i>How can the use of space during your dance improve the appearance of the dance?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills for the performance of their dance.</i> Secure: (Working At) <i>Pupils are able to use their compositional ideas when creating a dance that includes contrasting actions and movements.</i> Exceeding: (Working Beyond) <i>Pupils are able to respond to different stimuli with a beneficial and effective impact upon their dance performance.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i> <i>* Tools – paint brush, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1 **Activity: Dance** **Topic: The Sea** **Theme: Relationships** **Focus: Partner** **No Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Loading a boat, preparing to set sail, sailing, stormy seas and a shipwreck.</i> EXPLORE: <i>..a variety of pushing/pulling actions relating to:</i> - <i>hoisting the sails;</i> - <i>loading the boat ; etc.</i> <i>..show different:</i> - <i>directions/levels/speeds;</i> - <i>body parts;</i> EXPERIENCE: <i>..different ways of working with their partner showing individual actions with contrasting:</i> - <i>shapes;</i> - <i>directions/levels/speeds;</i> DEVELOP: <i>..a sequence when working with their partner linking in:</i> - <i>matching/mirroring;</i> - <i>canon/unison;</i> - <i>showing opposites;</i> <i>..their sequence to add a travel:</i> - <i>forwards/backwards;</i> - <i>set pathways;</i> CONSIDER: <i>..the quality, control and size of the actions and shapes;</i> <i>..the rhythm and synchronization of their actions;</i> <i>..stormy weather and the change in dynamics of their actions/ gestures;</i> <i>..with a group of 4 rescuing others-throwing, pulling, etc.</i> <i>..group formations;</i>	KNOW: <i>..the different ways in which they can work with a partner i.e. side by side, facing, etc.</i> APPLY: <i>..they can co-operate with a partner to show matching/mirroring actions;</i> UNDERSTAND: <i>..the importance of working co-operatively with a partner;</i>
		Key Starter Questions Identify the Problem: <i>How can you work with others when performing your dance?</i> React to the Problem: <i>What relationships can you show when working in a small group?</i> Practice appropriate skills: <i>How could 'relationships' in your dance be modified when performing your dance to an audience?</i> Make Connections: <i>How can different formations be used to enhance your dance?</i> Apply Solutions: <i>Can you judge the effectiveness/success of your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1 **Activity: Dance**

Topic: The Sea

Theme: Relationships

Focus: Partner

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> - Works well independently under supervision; - Tries hard; Secure <i>* Thinker</i> - Listens to instructions; - Makes decisions for themselves; Exceeding <i>* Achiever</i> - Gets changed quickly; - Works safely in different environments;	Introduction/Warm Up: <i>'Pass the Buck' – pupils work in small groups and take it in turns to 'show' and then copy. Each pupil repeats their action 3 times, with the other joining in and copying, they then 'pass the buck' (a toy or ball or something similar) to someone else in the group who then takes the lead.</i> EXPLORE/EXPERIENCE: <i>..actions associates with life at sea such as:</i> - scrubbing decks; - hoisting sails; - weighing anchor; - steering; <i>..repeat each action 3 times;</i> <i>..choose their favourite 3 actions then link them together (repeating them 3 times) to create an extended sequence;</i> DEVELOP: <i>..a sequence with a partner that shows a variety of actions showing changes of:</i> - level; - direction; <i>..show actions that are:</i> - matching/mirroring; - leading/following; <i>..link their actions together with a travel:</i> - show a pathway - shape on the floor; - follow and repeat the same pathway; <i>..introduce music to generate an appropriate rhythm;</i> COOL DOWN/CONCLUSION: <i>..imagine floating in the sea – show different shapes (whilst lying flat on the floor);</i>	Key Question – Week 1: Identify the Problem: <i>How can you work with others when performing your dance?</i> ABSORBING Entering: (Working Towards) <i>Pupils use their understanding of dance to modify and improve their own and other's dance performances.</i> Secure: (Working At) <i>They use their understanding to improve a dance performance showing appropriate contrasting actions and movements, linked with control, fluency and accuracy.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate how their dance may be modified and refined to improve their performance. They are aware of the dynamics of their dance and can respond to different stimuli.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i> <i>* Colour coded:</i> - pathway cards; - formation (arrow) cards;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Dance

Topic: Cultural/Historical

Theme: Barn Dance

No. of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Consider historical/traditional folk dances to be used as a stimulus to initiate step patterns when dancing.</i> EXPLORE: <i>..a variety of ways of travelling:</i> - <i>skip, step, gallop, etc.</i> <i>..a variety of different pathways and directions to form the basis for step patterns in a country/barn dance, such as:</i> - <i>directions: forwards/backwards/sideways;</i> - <i>pathways: straight/circular;</i> - <i>rhythm: slow/fast - counting/clapping/stamping;</i> - <i>levels: high/low;</i> EXPERIENCE: <i>..a sequence by linking their step patterns together to show a change in: pathway/direction/level, etc.</i> <i>..dancing/responding to a set rhythm:</i> - <i>jig, hornpipe, polka, waltz;</i> DEVELOP: <i>..switching/swinging with their partner:</i> - <i>turning - grip and method;</i> - <i>do-see-do, promenade, etc.</i> <i>..working in a group of 4 (square formation) with their partner:</i> - <i>matching/mirroring;</i> - <i>canon/unison;</i> <i>..allowing them to create their own step patterns based upon existing traditional step patterns/dances</i> CONSIDER: <i>..the different formations that may be used in larger group sizes or class dances:</i> - <i>parallel lines, star, etc.</i>	KNOW: <i>..how different step patterns may be combined into an historical dance;</i> APPLY: <i>..they can show step patterns and pathways from traditional/historical dances and others they have created themselves;</i> UNDERSTAND: <i>..the importance of keeping in time with the movement/ rhythm and others;</i>
		Key Starter Questions Identify the Problem: <i>How can you work with others (relationships) when performing your dance?</i> React to the Problem: <i>What relationships can you show when working in a small group?</i> Practice appropriate skills: <i>How can you vary the 'formations' you use during your dance?</i> Make Connections: <i>How can the different formations be used to enhance your dance performance?</i> Apply Solutions: <i>How can you judge the effectiveness/success of your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Dance

Topic: Cultural/Historical

Theme: Barn Dance

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> - Works well independently under supervision; - Tries hard; Secure <i>* Thinker</i> - Listens to instructions; - Makes decisions for themselves; Exceeding <i>* Achiever</i> - Gets changed quickly; - Works safely in different environments;	Introduction/Warm Up: <i>Travel around the hall, initially walking and then skipping and show different ways of turning when you meet someone.</i> <i>Repeat the above but agree to meet the same person/partner in 3 different locations around the hall.</i> <i>Show a different way of turning in each of the 3 different locations.</i> EXPLORE/EXPERIENCE: <i>Work with your partner and show different:</i> - step patterns when approaching your partner; - ways of turning with your partner; - body parts to hold when turning your partner; - levels when turning with your partner; - grips when turning with your partner; DEVELOP: <i>Combine with another pair and teach them your different sequences;</i> <i>Create a new dance performance using your favourite 6 moves;</i> <i>Consider the:</i> - pathways/directions; - formations; - step patterns; - different ways of turning with your partner; COOL DOWN/CONCLUSION: <i>..perform your dance to another group of 4 and then change over;</i> <i>..each group should evaluate how effective they think their own and the performance of the other group was and what they think could be done to improve the quality of each performance – use '2 Stars and a Wish' as a framework for the feedback;</i>	Key Question – Week 1: Identify the Problem: <i>How can you work with others (relationships) when performing your dance?</i> ABSORBING Entering: (Working Towards) <i>Pupils perform a variety of individual actions and begin to link them into a sequence.</i> Secure: (Working At) <i>Pupils are able to perform a sequence that has good fluency, quality and control.</i> Exceeding: (Working Beyond) <i>When pupils perform a dance with others they are able to include a variety of different relationships that demonstrate good coordination and timing.</i>
Differentiation/Resources		
<i>* CD Player/Music – Barn Dance music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2 **Activity: Dance** **Topic: Inventions** **Theme: Actions** **Focus: Jumping/Turning** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Inventions and their influence upon mankind, such as fire, machines, steam engines and in particular, the wheel.</i> EXPLORE: <i>..different actions associated with a wheel:</i> - <i>wheels - rolling, turning;</i> - <i>machines/cogs - causing pistons to move up/down;</i> - <i>levers - pulling pushing;</i> - <i>travelling - pathways/body parts to show movement;</i> EXPERIENCE: <i>..actions that show changes of:</i> - <i>direction - steering;</i> - <i>speed - acceleration/deceleration;</i> <i>..actions that show for instance:</i> - <i>a wheel rolling/turning in different directions;</i> - <i>a lever – pushing/pulling;</i> - <i>a piston going up and down, etc.</i> <i>..creating a sequence of actions using different:</i> - <i>levels and speeds;</i> - <i>body parts;</i> <i>..introduce a series of actions to create a sequence:</i> - <i>jumps/turns;</i> - <i>different body parts drawing shapes on a variety of planes (front, side, floor);</i> DEVELOP: <i>..work with a partner/group working in canon/unison;</i> <i>..using ribbons to create wave actions at different: levels, planes, speeds, pathways and directions;</i> CONSIDER: <i>..the influence of different types of transport and machines i.e. car, lorries, bus, train, bicycle, etc.</i>	KNOW: <i>..how different body parts may be used to represent movements and patterns of movement;</i> APPLY: <i>..they can show a sequence that includes a jump and turn;</i> UNDERSTAND: <i>..the importance of large shapes for the effectiveness of their sequence/performance;</i>
		Key Starter Questions Identify the Problem: <i>How can a variety of different actions improve the appearance of your dance?</i> React to the Problem: <i>How can you use actions, especially jumping/landing, to enhance your dance?</i> Practice appropriate skills: <i>How can different pathways and directions be used to improve your dance?</i> Make Connections: <i>What impact can music and other stimuli have on your dance?</i> Apply Solutions: <i>How can repeating actions improve your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Dance

Topic: Inventions

Theme: Actions

Focus: Jumping/Turning

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> - Enjoys physical activity; - Sustains physical activity to improve fitness; Secure <i>* Healthy Activity</i> - Is physically active in all PE lessons; - Enjoys healthy eating; - Is engaged in daily physical activity; Exceeding: <i>* Health Awareness</i> - Can say what happens to the body during exercise; - Knows why it is important to warm-up;	Introduction/Warm Up: Use 'The wheels on the bus', as a warm up song, with pupils copying/mirroring the teachers actions. EXPLORE/EXPERIENCE: ..draw a wheel with different body parts, e.g. foot, hand, elbow, knee, etc.: - on the ground; - to the side, in front, in the air, etc. ..walk around the imaginary wheel: - jump into, over, around, etc. ..roll the wheel with a hand, (perhaps using a hoop to represent the wheel); ..repeat using a contrasting/different piece of machinery, e.g. a lever, that shows: - lifting/moving up and down; - pushing/pulling, etc. DEVELOP: ..link a series of actions to create a sequence; ..use ribbons (one in each hand approximately one metre long) to enhance their sequence and create a dance; ..create an extended performance showing a variety of levels, pathways/directions, speeds, etc. ..add a jump/turn; ..work with a partner to show: - matching/mirroring; - leading/following; etc. COOL DOWN/CONCLUSION: ..pump up a cycle tyre; ..what happens if the tyre is over inflated and goes 'bang'? (perhaps use a balloon to emphasise the movement);	Key Question – Week 1: Identify the Problem: How can a variety of different actions improve the appearance of your dance? APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills for the performance of their dance.</i> Secure: (Working At) <i>Pupils are able to use their compositional ideas when creating a dance that includes contrasting actions and movements.</i> Exceeding: (Working Beyond) <i>Pupils are able to respond to different stimuli with a beneficial and effective impact upon their dance performance.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i> <i>* Percussion instruments;</i> <i>* Poetry/story;</i> <i>* Differentiated/colour coded word cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2 **Activity: Dance** **Topic: The Seaside** **Theme: Space** **Focus: General Space** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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 co-operative physical activities, in a range of increasingly challenging situations.</i> <i>Pupils should be taught to:</i> ○ <i>perform dances using simple movement patterns;</i> <i>Pupils may also be taught to:</i> <i>a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing);</i> <i>b) change the rhythm, speed, level and direction of their movements;</i> <i>c) create and perform dances using simple movement patterns, including those from different times and cultures;</i> <i>d) express and communicate ideas and feelings.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Visit to the seaside - looking at actions associated with the sea shore, the sandy beach, pebbles, shops, the beach promenade, shells, etc.</i> EXPLORE: <i>..different actions associated with playing on the beach:</i> - <i>making sandcastles, digging;</i> - <i>picnics, sunbathing, spreading cream, etc.</i> - <i>paddling, swimming, splashing, etc.</i> EXPERIENCE: <i>..actions that show changes of shape in particular in relation to shells, rocks, pebbles, etc:</i> - <i>jagged - sharp, angular - sudden movements;</i> - <i>smooth - rolling, curled - flowing movements;</i> <i>..actions that show waves rolling/crashing onto the shore;</i> <i>..creating a sequence of actions with different levels and speeds;</i> <i>..add a jump/turn in the sequence e.g. waves crashing on the rocks/beach;</i> DEVELOP: <i>..work with a partner/group working in canon/unison;</i> <i>..using ribbons to create wave actions at different: levels, planes, speeds, pathways and directions;</i> CONSIDER: <i>..the influence of different people who use the beach/sea:</i> - <i>fishing, sailing, etc.</i> - <i>promenades;</i> - <i>street sellers – candy floss, ice cream, etc.</i> - <i>beach-combing, searching rock pools;</i> - <i>Punch n Judy, etc.</i>	KNOW: <i>..how different body parts may be used to represent movements and patterns of movement;</i> APPLY: <i>..they can show a sequence that includes a variety of different/contrasting actions;</i> UNDERSTAND: <i>..the importance of large shapes for the effectiveness of their sequences;</i>
		Key Starter Questions
		Identify the Problem: <i>How can the use of space during your dance improve the appearance of the dance?</i> React to the Problem: <i>How can the use of actions and gestures in both personal and general space enhance your dance?</i> Practice appropriate skills: <i>How can you use different pathways and directions to improve your use of space?</i> Make Connections: <i>How can music and other stimuli enable you to improve the use of space in your dance?</i> Apply Solutions: <i>How can repeating a phrase of movement improve your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Dance

Topic: The Seaside

Theme: Space

Focus: General Space

Wk: 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> <i>o Enjoys teacher led team games;</i> <i>o Works well with others;</i> Secure <i>* Relationships</i> <i>o Shares with a partner;</i> <i>o Takes it in turn when working with a partner;</i> Exceeding <i>* Cooperation</i> <i>o Works well in small groups;</i> <i>o Works well others to move apparatus;</i> <i>o Takes on different roles in a team;</i>	Introduction/Warm Up: <i>Apply sun-tan cream (bending/stretching – creating shapes) before playing on the beach.</i> EXPLORE/EXPERIENCE: <i>..a variety of actions associates with playing/being on the beach, such as:</i> <i>- swimming in the sea/paddling/splashing;</i> <i>- making sandcastles;</i> <i>- sunbathing (sun-tan cream, picnics, blankets, etc.);</i> <i>- looking for crabs under rocks; etc.</i> <i>..choose 4 actions and put them into a sequence;</i> DEVELOP: <i>..a motif (a series or phrase of movements that can be repeated) that includes one of their favourite actions, such as digging in the sand;</i> <i>..perform 3 different actions and after each one has been repeated 3 times return to the signature movement, (digging in the sand) which is also repeated 3 times;</i> <i>..add a travel with the motif;</i> <i>..allow the motif to be repeated with the same pathways and directions being included each time;</i> <i>..teach their motif to a partner, then combine their actions to create a longer dance;</i> <i>..include in their sequence:</i> <i>- matching/mirroring;</i> <i>- leading/following;</i> COOL DOWN/CONCLUSION: <i>..travel home from the beach on a bus – sing and show the actions from 'The Wheels on the Bus';</i>	Key Question – Week 1: Identify the Problem: <i>How can the use of space during your dance improve the appearance of the dance?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to perform a dance showing appropriate contrasting actions and movements, linked with fluency and control.</i> Secure: (Working At) <i>Pupils use their understanding of dance to modify and improve their own and their partner's dance performance.</i> Exceeding: (Working Beyond) <i>Pupils are able to identify the strengths of their own and other's performances and can modify and refine their dances to improve the fluency and quality.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i> <i>* Percussion instruments;</i> <i>* Poetry;</i> <i>* Differentiated word cards;</i>		



Planning for Games Activities

Games Focus for Progression - Key Stage One

Ball Skills

R Carrying/Rolling/Aiming
Y1 Bouncing/Catching
Y2 Dribbling

Sending

R Throwing/Passing
Y1 Kicking/Receiving
Y2 Bowling/Hitting/Striking

Receiving

R Gathering/Retrieving
Y1 Stopping/Catching
Y2 Sticks/Bats

Creating Games

R Individually
Y1 In pairs
Y2 Small Groups

Travelling Activities/Games

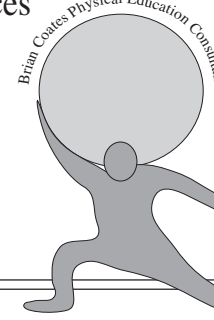
R Circle/Co-operative/Line
Marking Activities
Y1 Running/Stopping/Chasing
Y2 Dodging/Avoiding Games

Game Forms

R Aiming/Throwing
Y1 Jumping/Skipping
Y2 Relays/Races

Work individually and with others, Practise and Improve their actions, Safety and Awareness of Others

Experiences/Skills, Spatial Awareness Use of Equipment/Objects/Missiles,
Co-operation and Competition





Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Games - Ball Skills

Focus: Carrying/Rolling/Aiming

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> 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.	CONTEXT/PREVIOUS EXPERIENCE: <i>Activities that will encourage the development of spatial awareness and the response to instructions whilst developing control as well as discovering the properties of a variety of missiles.</i> EXPLORE: <i>..ways of carrying a variety of missiles whilst:</i> - travelling - in space, in different directions/pathways; - travelling in different ways - skipping, jumping, etc.; - exchanging/handing over - cooperating with others; <i>..ways of rolling (or sliding) a missile:</i> - using different body parts; - in different directions; - with a variety of pathways; EXPERIENCE: <i>..games that are created by themselves and the teacher that involve travelling at different speeds and levels, using different body parts around routes/markers;</i> DEVELOP: <i>..control whilst rolling to ensure the missile remains close to them;</i> <i>..their footwork enabling them to roll their missile without losing balance/control;</i> <i>..control whilst travelling in a variety of ways (carrying and rolling) in different directions around markers;</i> <i>..games/races that involve aiming/rolling to a target/area;</i> CONSIDER: <i>..cooperating with a partner to aim/carry, pass/exchange, and roll around a variety of routes in different directions;</i> <i>..collecting games and activities to develop carrying/rolling;</i>	KNOW: <i>..about the properties of their missiles – which will roll and which will only slide, etc.</i> APPLY: <i>..they can carry, aim, roll and pass a missile with control whilst travelling in space;</i> UNDERSTAND: <i>..the importance of keeping the missile close to them i.e. when they are rolling, it to keep control;</i>
		Key Starter Questions Identify the Problem: <i>Why is it important to keep close control of the ball when playing a game?</i> React to the Problem: <i>What would you do if you cannot control a bouncing ball?</i> Practice appropriate skills: <i>How can you improve your ball control to make your games play more effective?</i> Make Connections: <i>What type of rules do you need to enable you to play your game?</i> Apply Solutions: <i>How can you develop your ball control and game play with a partner?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Games - Ball Skills

Focus: Carrying/Rolling/Aiming

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> - Enjoys teacher led team games; - Works well with others; Secure <i>* Relationships</i> - Shares with a partner; - Takes it in turn when working with a partner; Exceeding <i>* Cooperation</i> - Works well in small groups; - Works well others to move apparatus; - Takes on different roles in a team;	INTRODUCTION/WARM UP: <i>..‘Sharks’ – a cooperative game that involves pupils travelling around a variety of different hoops (about 12 to start off). On a given signal the pupils must stand inside a hoop (an island) to make sure they are safe from the sharks. When the coast is clear they can travel (swim in the sea) and visit different islands. In the mean- time an island disappears (due to global warming). No one is allowed on an island until the signal is given. Gradually the pupils need to become more and more cooperative and help each other to share a hoop. No one is ever out. Continue until all the children are working well together.</i> EXPLORE/EXPERIENCE: <i>..select a missile (ball, quoit, bean bag, etc.) then explore and discover a variety moving with it:</i> - carrying/balancing; - rolling/sliding/pushing; <i>..then:</i> - put it down on the floor/pick it up; - hand it to someone else/exchange their missile; <i>..whilst controlling the missile find different ways of travelling:</i> - running/jumping; - crawling; etc. DEVELOP: <i>..each pupil takes either a hoop, rope or marker into their own space along with their chosen missile;</i> <i>..they develop control and skills of:</i> - rolling, bouncing; - dropping/catching, picking up, etc. <i>..making patterns whilst travelling along ropes, between markers, into hoops, etc.</i> COOL DOWN/CONCLUSION: <i>..create letter shapes with their body, whilst lying down or standing up;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to keep close control of the ball when playing a game?</i> IMPROVING Entering: (Working Towards) <i>They are able to say what they like and why they like it, when watching others who are rolling, pushing, sliding or pushing a ball or missile.</i> Secure: (Working At) <i>They are able to describe their own and comment upon others' actions when rolling, pushing, sliding, carrying or passing, etc.</i> Exceeding: (Working Beyond) <i>They are able to explain simple rules and tactics in their own and others' games that involve different ball skills.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> time, space, size, number of pieces of equipment, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Games - Sending

Focus: Throwing/Passing

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>A variety of activities that involve throwing/aiming and receiving a missile - sometimes teacher led.</i> EXPLORE: <i>..individually and with a partner a variety of activities involving:</i> - <i>rolling/retrieving;</i> - <i>throwing underarm/aiming;</i> - <i>bouncing/catching;</i> - <i>throwing overarm;</i> - <i>passing/catching - using a variety of missiles;</i> <i>..playing a game they have made up using targets;</i> EXPERIENCE: <i>..rolling, throwing and bouncing a ball/missile over different distances both underarm and overarm;</i> DEVELOP: <i>..games and relays using more challenging:</i> - <i>rules;</i> - <i>targets/goals;</i> - <i>missiles/distances;</i> CONSIDER: <i>..games played involving throwing/passing;</i> <i>..skill development using more complex rules;</i> <i>..setting more challenging tasks:</i> - <i>height of net;</i> - <i>size of missile/target;</i> - <i>distance from target;</i> Teaching Points: - <i>follow through in the direction of the target;</i> - <i>place opposite foot forward to throwing hand;</i> - <i>turn body to get greater distance (and follow through);</i>	KNOW: <i>..how to aim, throw and follow through in the direction of the target;</i> APPLY: <i>..they can roll, throw or bounce a missile with some degree of accuracy in the direction of a target;</i> UNDERSTAND: <i>..the importance of control when sending a missile;</i>
		Key Starter Questions Identify the Problem: <i>Why is the 'weight/speed/distance' of the pass so important for the success of the pass?</i> React to the Problem: <i>How can you improve the accuracy of a pass?</i> Practice appropriate skills: <i>How can the receiver help to make a pass successful?</i> Make Connections: <i>How does good passing help you when you play a game?</i> Apply Solutions: <i>How will you keep possession of the ball during your game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Games - Sending

Focus: Throwing/Passing

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> - Can identify and say what they like when watching others; - Can comment on others' performances; Secure <i>* Target Setting</i> - Can evaluate their own learning; - Can set personal targets; Exceeding <i>* Receiving Feedback</i> - Responds well to feedback; - Can give feedback to a partner;	INTRODUCTION/WARM UP: <i>..individually:</i> - roll a ball/missile, pick it up, show a change of direction; - travel in different pathways and directions; - dribble a ball/missile showing: - stopping/control; - turning; - changes of direction (forwards, backwards or sideways); - roll a ball/missile, over-take it and pick it up; EXPLORE/EXPERIENCE: <i>..develop spatial awareness and control when rolling a ball/sliding a missile:</i> - to a partner; - between 2 markers; - in different ways/directions, e.g. backwards, through their legs; etc. - using different body parts, e.g. nose, elbow, head, feet; DEVELOP: <i>..throw a bean-bag into a hoop – repeat varying the distances;</i> <i>..throw a missile for a partner to catch;</i> <i>..bounce a ball for a partner to catch – start close to a hoop and gradually move further away;</i> COOL DOWN/CONCLUSION: <i>..individual skill practice – can they:</i> - control a ball using different body parts? - bounce and catch a ball? - throw a ball high and clap/catch? - travel and control the ball? - line up at the door if they lose control of the ball;	KEY QUESTION – Week 1: Identify the Problem: <i>What skills do you need to be able to attack and defend, in the game you have created?</i> ABSORBING Entering: (Working Towards) <i>Pupils are able to pass to a partner with control.</i> Secure: (Working At) <i>Pupils are able to play a game with their partner that effectively uses passing/receiving skills.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to include appropriate passing/receiving skills and start to use different tactics and strategies.</i>
Differentiation/Resources <i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> Modify the: - questions, equipment; Increase/decrease the: - time, space, - support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception **Activity:** Games - Receiving

Focus: Gathering/Retrieving

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>a) travel with, send and receive a ball and other equipment in different ways;</i> <i>b) develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>c) play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Retrieving a variety of balls/missiles that have been propelled by being rolled, bounced, thrown, struck by a bat/stick, etc.</i> EXPLORE: <i>..a variety of activities that involve:</i> - <i>gathering/collecting balls/missiles that are stationary;</i> - <i>chasing missiles that have been rolled, thrown, hit, etc.</i> - <i>bending, footwork to get into position, picking up;</i> - <i>gripping, holding, carrying, returning;</i> - <i>using different body parts and implements to retrieve a missile i.e. feet, sticks, etc.</i> EXPERIENCE: <i>..sending and retrieving missiles they have propelled;</i> <i>..retrieving missiles that have been sent by others;</i> <i>..games that involve running to and collecting stationary missiles;</i> <i>..games that involve collecting moving missiles e.g. fielding;</i> <i>..games that involve sending and retrieving;</i> DEVELOP: <i>..the ability to gather/collect moving/bouncing missiles and return them quickly;</i> <i>..spatial awareness - sending missiles into space;</i> <i>..spatial awareness - awareness of others as they chase a missile;</i> <i>..the ability to judge the pace of a missile and send it so that it may be retrieved whilst still moving;</i> CONSIDER: <i>..their foot placement and how they will gather/pick up a moving missile;</i>	KNOW: <i>..how to position their body to enable them to pick up and retrieve a missile;</i> APPLY: <i>..they can gather/retrieve a missile that has been sent/propelled into a space;</i> UNDERSTAND: <i>..the importance of judging the correct pace for picking up/collecting a missile that is moving;</i>
		Key Starter Questions Identify the Problem: <i>Why is ball control important in a game?</i> React to the Problem: <i>Why would you use dribbling/travelling skills in a game?</i> Practice appropriate skills: <i>How can you control the ball more effectively in a game?</i> Make Connections: <i>When dribbling/travelling towards a goal/target why is close ball control very important?</i> Apply Solutions: <i>How will your spatial awareness help you when dribbling/travelling towards a goal?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Games - Receiving

Focus: Gathering/Retrieving

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	INTRODUCTION/WARM UP: <i>..pupils should roll/collect, drop/gather, bounce, throw and/or catch a ball (or missile) on their own;</i> <i>..pupils should use either a hoop, a rope, or 3 markers, to roll through, along, over or into their equipment;</i> EXPLORE/EXPERIENCE: <i>..in groups of 3, roll/pass or bounce a ball, in a triangle, to another member of the group.</i> <i>TOP TIP: Pupils should hold their hands out to catch/receive the pass and bring it into their body {cushion the pass} and close their hands around the ball to control it.</i> <i>..make up a game - pass a ball to another member of the group, passing in-between markers, into hoops, over a rope, etc. Pupils should try to find different ways to pass the ball;</i> <i>..passing on the move – pupils should pass and move their feet, in order to catch/receive a pass;</i> DEVELOP: <i>..play a game - 'collecting relay' – in groups/teams of 3. Run to a hoop and collect one item at a time, e.g. bean-bags, quoits, balls, etc. Place the item in another hoop, before another member of the team sets off to collect the next item. Collect as many items as possible in 60 seconds. Repeat and see if they can collect more items.</i> <i>..play a game of 'catch-up' – in groups of 6 create a circle with a small gap between each pupil. Each group has 2 balls (red & blue), either side of the circle. The aim of the game is for the pupils to catch and pass (roll, pass or bounce) the ball to the next member of the group for as long as possible without dropping it.</i> COOL DOWN/CONCLUSION: <i>..'body parts game' – touch the floor with parts of the body called by the teacher, i.e. knee, elbow, etc.</i>	Key Question – Week 1: Identify the Problem: <i>Why is ball control important in a game?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to play small sided games that include simple tactics and strategies.</i> Secure: (Working At) <i>Pupils use their understanding of games to help to modify and improve their team tactics and strategies.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to identify the strengths of their own and other's performances and can suggest how improvements may be made to their team's tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Sticks, bats & rackets;</i> <i>* Modify the:</i> <i>- task, equipment;</i> <i>* Increase/decrease the:</i> <i>- time, space;</i> <i>- support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Games – Creating Games

Focus: Individually

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> 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.	CONTEXT/PREVIOUS EXPERIENCES: <i>..they can cooperate with other, listen to and respond to instructions and improve their ball handling skills;</i> EXPLORE: <i>..individually a variety of handling activities:</i> - carrying/dropping; - rolling/retrieving; - throwing/catching; - bouncing/dribbling; <i>..using a variety of missiles;</i> EXPERIENCE: <i>..playing a game they have made up using simple equipment, i.e. hoops, ropes, markers, bean bags, etc.</i> <i>..travelling using different:</i> - pathways/directions; - body parts; <i>..making up rules/conditions to play their game;</i> DEVELOP: <i>..their game using more challenging:</i> - skills; - rules/conditions; - targets/goals/scoring; <i>..their game according to the various missiles that they are able to select from;</i> CONSIDER: <i>..the size and safety of the area in which the game is to be played;</i> <i>..whether the game is continuous/energetic-is there travelling?</i> <i>..the relevance of the skills in relation to a formal/traditional game skills;</i>	KNOW: <i>..that different missiles behave in different ways and the selection of the most appropriate is important for the success of their game;</i> APPLY: <i>..they can create a simple game on their own;</i> <i>..they can practice and improve their skills;</i> UNDERSTAND: <i>..the importance of rules when making up a game;</i>
		Key Starter Questions Identify the Problem: <i>How can you use equipment to help you make up a game?</i> React to the Problem: <i>When 'travelling' during your game, will it make your game be easier or harder to play?</i> Practice appropriate skills: <i>What happens if you change the ball/missile you have chosen to play your game?</i> Make Connections: <i>How can 'changing the distance' help you to play your game?</i> Apply Solutions: <i>How can the way you score goals be changed to make your game more effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Games – Creating Games

Focus: Individually

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	INTRODUCTION/WARM UP: <i>..pupils should select a ball/missile of their choice, then sit on a non-slip marker, placed in a space. They should travel around the hall (in and out of the markers) carrying their ball/missile, then return to their own marker, when told to, as quickly as possible. Repeat, changing the focus of the activity.</i> EXPLORE/EXPERIENCE: <i>..pupils should find different ways of:</i> <i>rolling, pushing, sliding;</i> <i>bouncing/catching;</i> <i>dribbling using feet/hands (or other body parts) or sticks or bats;</i> <i>throwing/catching;</i> <i>..they should be able to choose the ball/missile/equipment they wish to play with – organised in different colour coordinated boxes/hoops depending on its:</i> <i>size;</i> <i>shape;</i> <i>rebound qualities;</i> DEVELOP: <i>..a game they have created using either:</i> <i>a hoop;</i> <i>a rope; or</i> <i>3 markers;</i> <i>..they should include a travel:</i> <i>forwards, backwards, sideways;</i> <i>hopping, skipping, etc.</i> <i>..they should decide how to play their game (rules/conditions) before showing their games to others (half the class 'show');</i> COOL DOWN/CONCLUSION: <i>..put away the equipment (colour coordinated) - 'if you have a red hoop..' etc.</i>	Key Question – Week 1: Identify the Problem: <i>How can you use equipment to help you make up a game?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to use appropriate skills in order to play a game they have created.</i> Secure: (Working At) <i>Pupils begin to use appropriate tactics and strategies in small sided games they have created.</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to the tactics and strategies used by their partner/opponent during small sided games.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> Modify the: <i>questions, equipment;</i> Increase/decrease the: <i>time, space,</i> <i>support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception **Activity:** Games – Travelling Activities **Focus:** Circle/Cooperation/Line Marking **Lessons:** 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> 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.	CONTEXT/PREVIOUS EXPERIENCE: A variety of activities involving circle, singing and co-operative activities, using a parachute and other appropriate resources. EXPLORE: ..a variety of activities that involve: - running, jumping, skipping, hopping into/over playground line markings; - creating a circle - sitting/standing; - travelling around the outside of a circle; ..a variety of different actions when travelling around a circle: - running, skipping, chasing, carrying etc.; ..activities that involve crossing the circle: - rolling a ball, passing/carrying across the circle; - crossing the circle (i.e. over and under the parachute) - responding to instructions; EXPERIENCE: ..games that use rhythmic sounds; ..games that use singing and chanting; ..games that involve passing, carrying, etc. around the perimeter of the circle; ..hopping, jumping, aiming, throwing, etc. over lines/shapes; DEVELOP: ..games that use a parachute to develop: - self-confidence, co-operation, self-esteem; ..using the parachute to: - roll a ball towards, pass a bean bag to..; ..making up their own line marking games; ..their ability to respond to instructions; CONSIDER: ..how they will link to other areas of the curriculum i.e. number, colour, language (prepositions, descriptive words, etc.); ..be involved in 'decision making' during the activities;	KNOW: ..how to play games in a circle that involve responding to instructions; APPLY: ..they can roll, pass or carry a missile whilst being still or travelling around the circle; UNDERSTAND: ..the need to respond to the actions of others avoid colliding with others when crossing the circle;
		Key Starter Questions Identify the Problem: Why is it important to be able to judge the weight of a pass when passing to a partner? React to the Problem: Why is cooperation important when playing a game? Practice appropriate skills: How can cooperation help you to improve the quality of your passing skills when playing a game? Make Connections: Why is finding a space important when playing a game? Apply Solutions: What makes a good pass?



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception **Activity:** Games – Travelling Activities **Focus:** Circle/Cooperation/Line Marking **Week** 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> ○ Can identify and say what they like when watching others; ○ Can comment on others' performances; Secure <i>* Target Setting</i> ○ Can evaluate their own learning; ○ Can set personal targets; Exceeding <i>* Receiving Feedback</i> ○ Responds well to feedback; ○ Can give feedback to a partner;	INTRODUCTION/WARM UP: <i>..pupils find different ways to run, hop, skip or jump on their own, using hoops, ropes and markers to travel:</i> - in, out, over; - along, around, etc. EXPLORE/EXPERIENCE: <i>..play a variety of circle/parachute games such as:</i> - apple, orange, banana, pear – pupils are allocated to a group and cross under the parachute when their group name is called; - cross individually over the parachute whilst it is being rippled; - beat the ball – roll a ball around the perimeter of the parachute whilst a pupil runs around the outside and back to their place and arrive back in their place before the ball; - parachute tilt – roll a ball around the parachute to a nominated person; <i>..play a game of 'statues' tag;</i> DEVELOP: <i>..play a game of 'catch up' using 2 balls being passed around a circle with 6 – 8 pupils in each circle;</i> <i>..play a game of 'pass and copy the pass'. Each member of the group finds a different way of passing the ball around their circle, whilst the rest of the group copy the pass, until it is the time for the next person to change the pass;</i> COOL DOWN/CONCLUSION: <i>..play a game of 'pirates treasure' – a blindfolded pupil stands on a mat with a number of bean bags placed on the mat. Pupils try to creep up to steal the treasure before the 'pirate' hears them and points to them, to catch them.</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to judge the weight of a pass when passing to a partner?</i> ABSORBING Entering: (Working Towards) <i>Pupils are able to cooperate and successfully play with a partner.</i> Secure: (Working At) <i>Pupils are able to play a game with their partner that effectively uses passing/receiving skills.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to include appropriate passing/receiving skills and start to use different tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Parachute;</i> <i>* Modify the:</i> - task, equipment; <i>* Increase/decrease the:</i> - time, space, number of pupils, - support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Reception

Activity: Games – Game Forms

Focus: Aiming/Throwing

No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> - travel with, send and receive a ball and other equipment in different ways; - develop these skills for simple net, striking/fielding, and invasion type games; - play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.	CONTEXT/PREVIOUS EXPERIENCES: <i>Throwing activities and games relating to athletic activities.</i> EXPLORE: <i>..a range of different activities that involve throwing a variety of missiles:</i> - underarm/aiming; - overarm for distance; - slinging; - two handed pushing; <i>..throwing for accuracy and distance using horizontal and vertical targets made up of:</i> - parallel ropes/hoops; - markers/cones; - skittles; EXPERIENCE: <i>..throwing for accuracy and distance using different size and shaped missiles;</i> <i>..throwing a variety of missiles:</i> - quoits/hoops; - bean bags/large and small balls; DEVELOP: <i>..the ability to throw with control;</i> <i>..games that involve races to collect and throw into/through targets;</i> CONSIDER: <i>..their foot placement and how they will throw a missile;</i> <i>..their body position;</i> <i>..their follow through;</i> <i>..their warm ups and positioning for safety when throwing;</i>	KNOW: <i>..how to throw with accuracy and control;</i> APPLY: <i>..they can throw a missile for distance and accuracy;</i> UNDERSTAND: <i>..the importance of following rules and safety procedures;</i>
		Key Starter Questions Identify the Problem: <i>What do you need to do to be able to throw further?</i> React to the Problem: <i>What sequence of movements will allow you to throw further?</i> Practice appropriate skills: <i>How can you improve your accuracy and distance when throwing a missile?</i> Make Connections: <i>When playing a game how will being able to throw further help you?</i> Apply Solutions: <i>How can you improve accuracy and distance when throwing a ball in a game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: Reception

Activity: Games – Game Forms

Focus: Aiming/Throwing

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	INTRODUCTION/WARM UP: <i>..play a game of 'Simon Says' such as running on the spot, jumping jacks, etc. (this is a good way to warm up the pupils – e.g. aerobic activities, bending/stretching).</i> EXPLORE/EXPERIENCE: <i>..in groups of 4 pupils should take part in a variety of relay races and games, such as:</i> <i>shuttle - collecting relay – pupils start behind a line and take it in turns to run to a hoop and collect a bean-bag or quoit, etc.</i> <i>slalom relay – pupils run in and out of markers to a line and back;</i> <i>team exchange relay – pupils carry a quoit to the far end of the hall before passing it to the next pupil;</i> DEVELOP: <i>..throw/push different missiles, such as bean bags, as in a 'shot putt' action. Use targets such as hoops, parallel ropes or markers to measure or develop control of the throwing/pushing action. Pupils should throw/push when:</i> <i>sitting;</i> <i>kneeling;</i> <i>standing;</i> <i>..see how much further they can throw when using not just their arm (sitting), or their arm and body (kneeling) but also their legs (standing);</i> COOL DOWN/CONCLUSION: <i>..Grandmother's Footsteps – pupils start at the opposite end of the hall and then creep up behind the teacher, who at different times, suddenly turns around to catch children who are still moving – if caught moving, they must go back to the start.</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>What do you need to do to be able to throw further?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to throw for accuracy and distance using appropriate throwing techniques;</i> Secure: (Working At) <i>Pupils use their understanding of throwing techniques in order to adapt and modify their action to gain more distance/accuracy;</i> Exceeding: (Working Beyond) <i>When pupils throw in a competition/game they are able to identify the strengths of their own and other's performances and can suggest how improvements may be made to their performance.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Modify the:</i> <i>task, equipment;</i> <i>questions;</i> <i>* Increase/decrease the:</i> <i>time, space, pupils,</i> <i>support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games – Ball Skills

Focus: Bouncing/Catching

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Rolling/retrieving/collecting, bouncing, catching and target games;</i> EXPLORE: <i>..individually and then with a partner different handling activities involving:</i> - <i>rolling/bouncing;</i> - <i>throwing/catching;</i> - <i>dribbling;</i> <i>..using a variety of missiles and targets/routes over ever increasing distances;</i> EXPERIENCE: <i>..a variety of handling activities travelling in different directions and pathways;</i> <i>..using different combinations of hands;</i> DEVELOP: <i>..their skills by using more challenging:</i> - <i>games;</i> - <i>relay races;</i> - <i>targets/goals;</i> CONSIDER: <i>..the speed and height of the bounce;</i> <i>..the position of the ball in relation to the body i.e.-</i> - <i>waist height;</i> - <i>to the side of the body;</i> - <i>foot position;</i> <i>..spreading the fingers, squeezing the ball down, keeping in contact for as long as possible, (don't pat) cushioning the ball when receiving it following the bounce;</i>	KNOW: <i>..that the height of the bounce can depend upon the properties of the missiles;</i> APPLY: <i>..they can control the height and direction of the ball when it is bounced;</i> UNDERSTAND: <i>..the importance of using the correct technique when bouncing/catching a ball – to improve close control;</i>
		Key Starter Questions Identify the Problem: <i>Why are dribbling skills important in a game?</i> React to the Problem: <i>When would you use dribbling skills in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your dribbling skills?</i> Make Connections: <i>How do dribbling skills transfer from one game to another?</i> Apply Solutions: <i>How will your dribbling skills benefit your team in a game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games – Ball Skills

Focus: Bouncing/Catching

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> - Enjoys teacher led team games; - Works well with others; Secure <i>* Relationships</i> - Shares with a partner; - Takes it in turn when working with a partner; Exceeding <i>* Cooperation</i> - Works well in small groups; - Works well others to move apparatus; - Takes on different roles in a team;	INTRODUCTION/WARM UP: <i>..individual challenge – pupils bounce a ball in a hoop (or on a marker) – how many can they score?</i> <i>..move around the hoop as they bounce the ball;</i> <i>..bounce the ball inside and out of the hoop – create bouncing patterns as they move sideways, forwards and backwards;</i> EXPLORE/EXPERIENCE: <i>..bounce their ball whilst they are still:</i> - two hands/right hand/left hand; - in different positions in relation to their body i.e. to one side and then the other; - bounce the ball at different heights/levels; <i>TOP TIP: Don't pat the ball. The hand should rise up and down with the ball, so there is very little noise when the hand makes contact with the ball, squeezing/pushing the ball down towards the floor.</i> <i>..bounce and travel – bouncing the ball in and out of randomly placed markers on the floor;</i> <i>..change levels as they move closer to a marker, higher as they move away;</i> <i>..travel in different pathways and directions;</i> <i>..develop control and then increase speed;</i> DEVELOP: <i>..work with a partner to bounce and catch a ball, that has been bounced into a hoop;</i> <i>..combine with another pair and play (make up) a relay game that involves bouncing the ball on the way to a hoop, bouncing into the hoop, and then returning in order to give the ball to the next pupil;</i> COOL DOWN/CONCLUSION: <i>..play a game of 'sleeping lions' – pupils line up at the door if they move. When they line up they organise themselves in silence, in height order;</i>	Key Starter Question – Week 1: Identify the Problem: <i>Why are dribbling skills important in a game?</i> ABSORBING Entering: (Working Towards) <i>Pupils are able to successfully dribble a ball.</i> Secure: (Working At) <i>Pupils are able to play a game that effectively uses dribbling skills.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to include appropriate dribbling skills and start to use different tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* A wide variety of balls;</i> <i>* Modify the:</i> - tasks, equipment; <i>* Increase/decrease the:</i> - time, space, number of pupils; - support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games – Sending

Focus: Kicking/Receiving

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Pupils will have been involved in activities that promote spatial awareness, listening and responding skills whilst also improving their ball handling skills.</i> EXPLORE: <i>..individually using a variety of missiles - different dribbling activities:</i> - <i>rolling with hands;</i> - <i>dribbling with feet;</i> - <i>kicking;</i> <i>..with a partner passing and receiving activities:</i> - <i>using hands;</i> - <i>using feet and hands;</i> EXPERIENCE: <i>..a variety of kicking/dribbling activities</i> - <i>obstacle courses;</i> - <i>relay games;</i> - <i>creating own games;</i> - <i>kicking and shooting;</i> DEVELOP: <i>..their skills by using more challenging:</i> - <i>organised small sided games;</i> - <i>relays;</i> - <i>targets/goals;</i> <i>..by using different body parts to receive the ball;</i> CONSIDER: <i>..the distance of the kick;</i> <i>..the position of the ball in relation to the body;</i> <i>..the part of the foot to be used to kick the ball;</i> <i>..how to cushion the ball when receiving a pass;</i>	KNOW: <i>..how to control a ball using a variety of different body parts;</i> APPLY: <i>..they can dribble and kick a ball with control;</i> UNDERSTAND: <i>..the relationship between body position and the direction in which the ball is likely to travel;</i>
		Key Starter Questions Identify the Problem: <i>Which part of the foot do you use to pass and control a ball?</i> React to the Problem: <i>When should you pass the ball in a game?</i> Practice appropriate skills: <i>How can you help others to pass to you?</i> Make Connections: <i>Why would you pass the ball in a game rather than dribble?</i> Apply Solutions: <i>What should you do once you have passed the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games – Sending

Focus: Kicking/Receiving

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	INTRODUCTION/WARM UP: <i>..use a small ball (tennis ball or similar) to touch and control with the sole of alternate feet;</i> <i>..move the ball forwards and backwards with the soles of the feet;</i> <i>..use a light touch and gradually get quicker and quicker;</i> <i>..move in different directions (forwards/backwards, etc);</i> EXPLORE/EXPERIENCE: <i>..kicking (passing) to a partner through 2 markers/cones;</i> <i>..make up a cooperative game that involves kicking (passing) a ball to a partner that includes:</i> <i>multiple goals/targets;</i> <i>rules/scoring system;</i> <i>challenges e.g. how many in 30 secs, etc.</i> <i>..make up a competitive game – a game where they can try to outwit their partner with simple tactics;</i> <i>..play a game of 'speed pass' – how many passes can they make (between 2 marker cones) in 30 secs?</i> DEVELOP: <i>..play a game of '1, 2, 3' – a game with 3 goals. The player with the ball kicks the ball into one of 3 goals. The goal into which the ball is to be kicked into is nominated by their partner shortly before they kick the ball. There is no goal keeper.</i> <i>..in groups of 4 take it in turns to play a game of 'run-a-round' – where the ball is kicked between 2 marker cones before the kicker runs around a marker and back in order to kick the second of their three attempts. The other 3 players act as fielders and pass or dribble the ball back to the start ready for the next kick;</i> <i>..play 'kick relay' – shuttle relay – take it in turns to dribble and then pass the ball to the next pupil;</i> COOL DOWN/CONCLUSION: <i>..use larger balls for pupils to 'kick up' – for themselves to catch;</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>Which part of the foot do you use to pass and control a ball?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to play small sided games that include simple tactics and strategies.</i> Secure: (Working At) <i>Pupils use their understanding of games to help to modify and improve their team tactics and strategies.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to identify the strengths of their own and other's performances and can suggest how improvements may be made to their team's tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls;</i> <i>* Modify the:</i> <i>task, equipment;</i> <i>* Increase/decrease the:</i> <i>time, space;</i> <i>number of pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games - Receiving

Focus: Stopping/Catching

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>a) travel with, send and receive a ball and other equipment in different ways;</i> <i>b) develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>c) play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Pupils have been involved in activities the promote spatial awareness, and have experienced carrying, rolling and sending skills;</i> EXPLORE: <i>..individually a variety of activities using different body parts to:</i> - <i>stop a missile;</i> - <i>collect and travel with a missile;</i> <i>..using missiles with different properties;</i> <i>..with a partner sending and receiving/retrieving activities:</i> - <i>using hands;</i> - <i>using hands and feet;</i> EXPERIENCE: <i>..collecting a still/receiving a moving missile;</i> <i>..moving to stop/receive a missile;</i> <i>..receiving a bouncing ball;</i> <i>..catching a missile;</i> <i>..a variety of sending/receiving activities/games;</i> DEVELOP: <i>..receiving a missile at different levels</i> <i>..their skills by using more challenging:</i> - <i>games/relays;</i> - <i>targets/goals;</i> <i>..by using different body parts to receive the ball;</i> CONSIDER: <i>..how the hands go out to meet the missile;</i> <i>..the part of the foot to be used to stop the ball;</i> <i>..how to cushion the ball when receiving a pass;</i> <i>..the position of the ball in relation to the body;</i>	KNOW: <i>..how to receive a missile with control;</i> APPLY: <i>..they can receive a missile with control that has been sent in different ways i.e. thrown, bounced, rolled;</i> UNDERSTAND: <i>..the importance of looking at (keeping their eyes on) the missile when receiving;</i>
		Key Starter Questions Identify the Problem: <i>How can you control a ball that has been thrown to you?</i> React to the Problem: <i>What happens to the body part(s) that you use to catch/control the ball?</i> Practice appropriate skills: <i>Why is good close control of the ball important in a game?</i> Make Connections: <i>What should you do once you have caught/controlled the ball?</i> Apply Solutions: <i>What should your team be doing whilst you are catching/controlling the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games - Receiving

Focus: Stopping/Catching

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	INTRODUCTION/WARM UP: <i>..roll and chase a ball, overtake it, then pick it up;</i> <i>..pupils should practice individual skills of throwing, catching, dribbling, kicking using hands and feet;</i> <i>..use hoops, ropes and markers to focus their attention and improve the quality of their control;</i> <i>..later, travel to different pieces of equipment, alternating between the 3, i.e. use a hoop, then a rope and then 3 markers – develop a sequence;</i> EXPLORE/EXPERIENCE: <i>..work with a partner to receive a pass – the pass may be made with either their hands, feet, sticks or bats, etc.</i> <i>..with a partner, use the equipment (hoops, ropes, markers) to make up a game;</i> TOP TIP: When receiving a ball, cushion the ball by moving the body part away, whether it is hands, feet or even a stick. Don't let the ball hit and rebound off the body part. <i>..with their partner play a game of 'gateways' – where approximately 40 stacking markers are randomly placed in pairs, and pupils visit each in turn and pass to their partner through each gateway. See how many passes/gateways they can make in 45secs. Repeat and see if they can beat their previous score.</i> DEVELOP: <i>..with a partner play a game of 'roll goal' where the ball is rolled into a goal. The goal keeper stands behind the goal to stop the ball. Swap over after 3 attempts/goals;</i> <i>..combine to make groups of 4 – organise a relay that involves dribbling, passing and receiving the ball;</i> COOL DOWN/CONCLUSION: <i>..as an individual work out a way to 'clap and catch' - throwing to themselves before clapping and catching the ball – how many different ways can they find?</i>	Key Starter Question – Week 1: Identify the Problem: <i>How can you control a ball that has been thrown to you?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to play small sided games that include simple tactics and strategies.</i> Secure: (Working At) <i>Pupils use their understanding of games to help to modify and improve their team tactics and strategies.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to identify the strengths of their own and other's performances and can suggest how improvements may be made to their team's tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Bats & rackets;</i> <i>* Modify the:</i> <i>- task, equipment;</i> <i>* Increase/decrease the:</i> <i>- time, space;</i> <i>- pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games - Creating Games

Focus: With a Partner

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes			
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>a) travel with, send and receive a ball and other equipment in different ways;</i> <i>b) develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>c) play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Pupils have been involved in a variety of target games, individual skills, passing/receiving and hitting.</i> EXPLORE: <i>..individually and then with a partner a variety of handling activities:</i> - <i>rolling/bouncing;</i> - <i>throwing/catching;</i> - <i>dribbling;</i> <i>..using a variety of missiles;</i> EXPERIENCE: <i>..playing a game they have made up using simple apparatus, i.e. hoops, ropes, bean bags, etc.</i> <i>..co-operation with a partner:</i> - <i>passing/receiving;</i> - <i>dribbling/shooting;</i> - <i>throwing/hitting;</i> <i>..using a variety of implements i.e. bats, sticks, racquets;</i> DEVELOP: <i>..their game using more challenging:</i> - <i>rules/areas/courts;</i> - <i>targets/goals/skittles;</i> <i>..their game according to the appropriateness of the missiles and implements that are available;</i> CONSIDER: <i>..how the game can be developed using:</i> - <i>more complex rules;</i> - <i>more challenging skills;</i> - <i>targets/goals;</i>	KNOW: <i>..that different missiles behave in different ways and the selection of the most appropriate is important for the success of their game;</i> APPLY: <i>..they can make up a game with a partner to improve their skills;</i> UNDERSTAND: <i>..the importance of rules when making up a game;</i> <tr> <th colspan="2">Key Starter Questions</th><td> Identify the Problem: <i>How will you score (cooperative or competitive) when you create your game?</i> React to the Problem: <i>What type of rules/conditions are important when you create your game?</i> Practice appropriate skills: <i>What skills do you need to play your game?</i> Make Connections: <i>Do you need to play your game on a pitch or court; if so how large does it need to be to play your game successfully?</i> Apply Solutions: <i>How can you attack and defend in your game?</i> </td></tr>	Key Starter Questions		Identify the Problem: <i>How will you score (cooperative or competitive) when you create your game?</i> React to the Problem: <i>What type of rules/conditions are important when you create your game?</i> Practice appropriate skills: <i>What skills do you need to play your game?</i> Make Connections: <i>Do you need to play your game on a pitch or court; if so how large does it need to be to play your game successfully?</i> Apply Solutions: <i>How can you attack and defend in your game?</i>
Key Starter Questions		Identify the Problem: <i>How will you score (cooperative or competitive) when you create your game?</i> React to the Problem: <i>What type of rules/conditions are important when you create your game?</i> Practice appropriate skills: <i>What skills do you need to play your game?</i> Make Connections: <i>Do you need to play your game on a pitch or court; if so how large does it need to be to play your game successfully?</i> Apply Solutions: <i>How can you attack and defend in your game?</i>			



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games - Creating Games

Focus: With a Partner

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> <i>Enjoys teacher led team games;</i> <i>Works well with others;</i> Secure <i>* Relationships</i> <i>Shares with a partner;</i> <i>Takes it in turn when working with a partner;</i> Exceeding <i>* Cooperation</i> <i>Works well in small groups;</i> <i>Works well others to move apparatus;</i> <i>Takes on different roles in a team;</i>	INTRODUCTION/WARM UP: <i>..develop aerobic fitness and raise pulse rate by playing a game of 'archway tag' – play each game for 30-60 secs and then change the chasers;</i> <i>..develop cooperation and flexibility by playing 'people to people' a game that involves bending and twisting. Ask pupils to touch different body parts with a partner, such as elbow to knee, or foot to shoulder, with both pupils doing it at the same time;</i> EXPLORE/EXPERIENCE: <i>..develop ball handling skills by:</i> <i>moving – running in different directions carrying a ball;</i> <i>exchanging their ball with someone else;</i> <i>rolling retrieving their ball;</i> <i>bouncing/catching their ball;</i> <i>..introduce hoops, ropes and markers for the pupils to visit, travelling around, through and over, etc.</i> DEVELOP: <i>..pupils should then choose either a hoop, a rope or 3 markers and make up their own game;</i> <i>..share their ideas with a partner – teach their game to their partner;</i> <i>..work cooperatively with their partner to make up a new game; a game that uses the ideas from both their original games;</i> <i>..introduce into their game some:</i> <i>rules;</i> <i>a way of scoring;</i> COOL DOWN/CONCLUSION: <i>..make 'letter shapes' with their partner, either standing up or lying down, combining their bodies to make the letter shape;</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>How will you score (cooperative or competitive) when you create your game?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills in order to play a game they have created.</i> Secure: (Working At) <i>Pupils begin to use appropriate tactics and strategies in small sided games they have created.</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to the tactics and strategies used by their partner/opponent during small sided games.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Modify the:</i> <i>task, equipment;</i> <i>* Increase/decrease the:</i> <i>time, space;</i> <i>number of pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games – Travelling Activities

Focus: Run/Stop/Chasing

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> ○ <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCES: <i>Changing pace, spatial awareness, dodging actions.</i> EXPLORE: <i>..a variety of chasing games that:</i> - <i>allow individual/partner/group work;</i> - <i>are teacher led;</i> - <i>are created by the children in small groups;</i> <i>..different ways of travelling whilst chasing/being chased:</i> - <i>running/dodging;</i> - <i>stopping/turning;</i> - <i>changing speed/pace;</i> - <i>running backwards/sideways;</i> EXPERIENCE: <i>..a variety of games that:</i> - <i>have a time limit;</i> - <i>have continuous involvement;</i> - <i>involve elimination;</i> <i>..games that involve carrying missiles to touch opponents;</i> <i>..games where opponents must remain in contact;</i> DEVELOP: <i>..by restricting the space in which they can work;</i> <i>..by extending/reducing the running/chasing time;</i> <i>..dodging/avoiding/stopping skills;</i> <i>..by showing a change of pace;</i> CONSIDER: <i>..tactics to corner opponents;</i> <i>..tactics to keep opponents captured;</i> <i>..defending territory;</i> <i>..how rules may develop or be adapted to improve the game;</i>	KNOW: <i>..how the rules of the game being played;</i> APPLY: <i>..they can change direction and pace to outwit a chaser/capture an opponent;</i> UNDERSTAND: <i>..the importance of sudden changes of pace and direction to avoid/catch others;</i>
		Key Starter Questions Identify the Problem: <i>Why is it important to run with control?</i> React to the Problem: <i>When do you need to change speed during a game?</i> Practice appropriate skills: <i>How can you avoid being caught when playing a dodging/chasing game?</i> Make Connections: <i>How can chasing skills from one game be used to influence your tactics when playing a team game?</i> Apply Solutions: <i>How will your fitness influence the way you play a chasing/dodging game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games – Travelling Activities

Focus: Run/Stop/Chasing

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
ACTIVE LEARNER Entering <i>* Physical Activity</i> <i>Enjoys physical activity;</i> <i>Sustains physical activity to improve fitness;</i> Secure <i>* Healthy Activity</i> <i>Is physically active in all PE lessons;</i> <i>Enjoys healthy eating;</i> <i>Is engaged in daily physical activity;</i> Exceeding: <i>* Health Awareness</i> <i>Can say what happens to the body during exercise;</i> <i>Knows why it is important to warm-up;</i>	INTRODUCTION/WARM UP: <i>..organise 2 teams - play a game of 'dishes 'n' domes' – spread approximately 60 multi-markers around the playing area, half face up, half face down. One team tries to turn all the markers face up the other team tries to turn them face down. At the end of the time limit (60 secs?), the team with the most markers facing in their direction are the winners. N.B. Pupils are not allowed to move any of the markers.</i> <i>SAFETY TIP: Pupils should run with their knees bent and their head up to prevent collisions.</i> EXPLORE/EXPERIENCE: <i>..work as an individual to play a game of 'gateway' – each pupil passes through as many gateways as possible in a given time e.g. 60 secs:</i> <i>- running - carrying a ball (rugby?);</i> <i>- dribbling – football, basketball, hockey;</i> <i>..play a game of chain tag – 2 pupils holding hands, try to tag others in the group, when tagged they join onto the chain, when there are four in the chain they split into 2 groups of two.</i> DEVELOP: <i>..divide the hall into 4 equal areas. Organise 4 teams (of 7 pupils) to play a game of 'basketball knock-out' – every pupil dribbles a basketball, whilst a team of chasers (2 pupils) try to knock the ball away from the other members (5 pupils) of the team. The chasers must continue to dribble their ball whilst chasing the others.</i> COOL DOWN/CONCLUSION: <i>..play a cooperative game of 'sharks' – arrange a variety of sized hoops (10-12 hoops) around the hall. Pupils swim in the sea and when a shark is spotted the pupils go to the nearest island for safety. Pupils must share islands. As global warming takes effect – islands disappear and pupils need to become increasingly cooperative. Finish whilst still successful.</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>Why is it important to run with control?</i> ABSORBING Entering: (Working Towards) <i>Pupils are able to play simple games successfully.</i> Secure: (Working At) <i>Pupils are able to play a game with their partner using appropriate skills effectively.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to include appropriate skills and start to use different tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Bats & rackets;</i> <i>* Modify the:</i> <i>- task, equipment;</i> <i>* Increase/decrease the:</i> <i>- time, space, support;</i>		



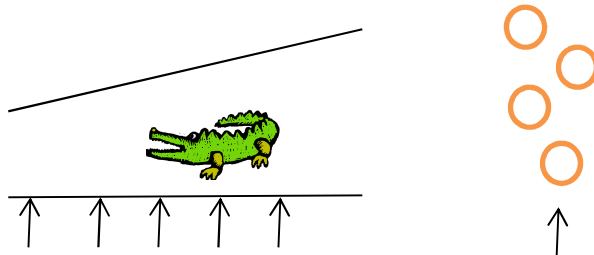
Planning for Attainment in Physical Education - Scheme of Work

Year Group: 1

Activity: Games – Game Forms

Focus: Jumping/Skipping

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> - travel with, send and receive a ball and other equipment in different ways; - develop these skills for simple net, striking/fielding, and invasion type games; - play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.	CONTEXT/PREVIOUS EXPERIENCES: <i>Combination of jumping activities with take-offs from either foot.</i> EXPLORE: <i>..a variety of standing jumps together with jumps with approach runs; ..a variety of jumps using different feet for take-off; ..a variety of combination hops and jumps; ..skipping activities/races;</i> EXPERIENCE: <i>..jumping for distance and height; ..using a variety of chalk marks, hoops, markers etc. for take-off and targets for landing;</i>  <i>..allow for differentiation by setting different tasks that all pupils can achieve;</i> DEVELOP: <i>..an approach run up to the point of take-off; ..speed on the approach run;</i> CONSIDER: <i>..the landing surface and the number of jumps to be made; ..limiting the number of hops/jumps to cross an area;</i>	KNOW: <i>..how to take off and land on either the same foot or different feet when required to do so;</i> APPLY: <i>..they can hop, jump and skip with balance and control;</i> UNDERSTAND: <i>..why it is important to take-off from areas that are not slippery and land on safe, soft areas during jumping activities;</i>
		Key Starter Questions Identify the Problem: <i>What do you need to do to jump for distance and control?</i> React to the Problem: <i>How can your run up/approach run influence the way you attempt a jump?</i> Practice appropriate skills: <i>How can you improve your jumping skills?</i> Make Connections: <i>Why is balance so important when linking a number of hops/steps/jumps?</i> Apply Solutions: <i>How can you improve the distance you jump?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 1

Activity: Games – Game Forms

Focus: Jumping/Skipping

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> - Can identify and say what they like when watching others; - Can comment on others' performances; Secure <i>* Target Setting</i> - Can evaluate their own learning; - Can set personal targets; Exceeding <i>* Receiving Feedback</i> - Responds well to feedback; - Can give feedback to a partner;	INTRODUCTION/WARM UP: ..pupils stand back to back with their partner and pass a ball between them: - side to side; - over/under; ..play a game of 'archway tag' – pupils are released when another pupil goes through their legs; EXPLORE/EXPERIENCE: ..use a variety of equipment (ropes/markers) and encourage jumping from: - one foot – left and right; - two feet; ..landing on: - one foot – left and right; - two feet; ..combinations of: - hopping; - stepping; - jumping; TOP TIP: Encourage squashy landings, bending at the ankles, knees and waist; DEVELOP: ..combination jumps across a 'crocodile river' - see how many jumps (including hops and steps) it takes to cross the river; - experiment to find different combinations of jumps; - use stepping stones; - limit the number of jumps to 5 and then reduce to 3; - finish with a two footed landing; - introduce an approach run before taking-off before a line; COOL DOWN/CONCLUSION: ..stand on one foot – balance and make different shapes 'T' 'Y'?	Key Starter Question – Week 1: Identify the Problem: What do you need to do to jump for distance and control? APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate jumping techniques for a successful jump;</i> Secure: (Working At) <i>Pupils are able to use appropriate tactics to jump in a competition using effective jumping techniques;</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to tactics and strategies used by their opponents when jumping in a competition.</i>
Differentiation/Resources <i>*Hoops, ropes, markers;</i> <i>*A variety of different size/shape balls;</i> <i>*Modify the:</i> - task, equipment; Increase/decrease: - time, space; - grouping; - support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Games – Ball Skills

Focus: Dribbling

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils will be able to use a variety of sticks and body parts to handle/propel/control a ball/missile to develop skills related to hockey, football, basketball, etc.</i> EXPLORE: <i>..using a variety of body parts including the hands, feet, as well as sticks, etc. to dribble/travel with a missile;</i> <i>..dribbling/bouncing whilst:</i> <i>stationary (levels, control);</i> <i>travelling in different directions/pathways;</i> <i>avoiding, travelling around markers, etc.</i> <i>travelling and passing the ball/missile to a partner;</i> EXPERIENCE: <i>..a variety of ways of bouncing/dribbling the ball/missile;</i> <i>..directing the ball/missile in different directions;</i> <i>..travelling and turning;</i> <i>..travelling in different pathways – slalom, zig-zag;</i> DEVELOP: <i>..adjusting the level of the body to dribble the missile;</i> <i>..the grip/action to push/hit,/bounce/kick a ball/missile;</i> <i>..using markers to make an obstacle course;</i> <i>..awareness of space and others;</i> <i>..co-operative game situations;</i> <i>..relay races to develop the skills in a competitive situation;</i> CONSIDER: <i>..the nature of the game to be played;</i> <i>..the rules and conditions needed to develop dribbling in a game;</i> <i>..the number of players in a team to encourage maximum involvement;</i>	KNOW: <i>..how to dribble a ball/missile using different body parts/implements;</i> APPLY: <i>..they can keep close control of a ball/missile whilst dribbling;</i> UNDERSTAND: <i>..the importance of the correct body position and level whilst dribbling;</i>
		Key Starter Questions Identify the Problem: <i>Why do you dribble a ball when playing a game?</i> React to the Problem: <i>Is it better to pass or dribble the ball in a game?</i> Practice appropriate skills: <i>In which direction/where should you dribble the ball?</i> Make Connections: <i>What can the defensive team do when the other team is dribbling the ball?</i> Apply Solutions: <i>What should a player without the ball be doing when another player is dribbling the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Games – Ball Skills

Focus: Dribbling (Basketball)

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> - Can identify and say what they like when watching others; - Can comment on others' performances; Secure <i>* Target Setting</i> - Can evaluate their own learning; - Can set personal targets; Exceeding <i>* Receiving Feedback</i> - Responds well to feedback; - Can give feedback to a partner;	INTRODUCTION/WARM UP: ..pass the ball from hand to hand around the body. Find different ways to take the ball around different body parts: - legs – together; - legs – figure of 8; - waist, head, etc. ..as an individual play a game of 'basketball gateway'. Spread approximately 60 markers, in pairs around the playing area. Pupils dribble through as many gateways as possible in 60 secs. Repeat and try to improve personal score. EXPLORE/EXPERIENCE: ..in groups of 4 allow pupils to organise a relay race in which pupils are able to dribble: - around/through; - onto/into/over; ..challenge another team to compete against – allow different types of passes to be included in their relay such as chest pass, bounce pass or overhead pass; DEVELOP: ..in teams of 3 play a game of '3 hoop ball' – where the aim of the game is to pass and dribble until such time where one of the team can bounce the ball into one of three hoops, placed at the end of the court (2 corners and one central). The attacking team can attack any one of the 3 hoops and use tactics to switch direction to outwit the opposition. COOL DOWN/CONCLUSION: ..repeat the game of 'basketball gateway'. This time the pupils dribble the ball (but must not go through the gateway themselves) through as many gateways as possible in 60 secs. See if they can improve their previous personal score.	Key Starter Question – Week 1: Identify the Problem: Why do you dribble a ball when playing a game? APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills in order to play a game.</i> Secure: (Working At) <i>Pupils begin to use appropriate tactics and strategies in small sided games.</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to the tactics and strategies used by their partner/opponent during small sided games.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Sticks, bats & rackets;</i> <i>* Tails, bibs;</i> <i>* Modify the:</i> - task, equipment; <i>* Increase/decrease the:</i> - time, space, - grouping, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity:

Games – Sending

Focus: *Bowling/Hitting/Striking*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> <i>o master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> <i>o participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>a) travel with, send and receive a ball and other equipment in different ways;</i> <i>b) develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>c) play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>The pupils will be able to Use a variety of bats, sticks, racquets and body parts to send balls and other missiles.</i> EXPLORE: <i>..a variety of activities that involve using the hand, bats, sticks etc. to send a missile;</i> <i>..with a partner hitting/striking a ball/missile which is:</i> <i>- stationary;</i> <i>- rolling towards the player;</i> <i>- bouncing towards the player;</i> <i>- moving away from the player;</i> <i>- travelling through the air towards the player;</i> EXPERIENCE: <i>..a variety of ways of bowling/hitting/striking a ball/missile;</i> <i>..directing the ball/missile in different directions;</i> <i>..travelling in different directions and working/using both sides of the body;</i> <i>..bowling/feeding/aiming missiles into/at a target;</i> <i>..hitting/striking into/at targets;</i> DEVELOP: <i>..adjusting the body position to bowl/hit/strike the missile;</i> <i>..the grip, swing, footwork and follow-through to bowl/hit/strike a missile;</i> <i>..hitting/striking a ball rebounding off a wall;</i> CONSIDER: <i>..the nature of the game, the rules, scoring system and safety implications concerned with that game;</i> <i>..hitting/striking on both sides of the body;</i> <i>..different roles within that game;</i>	KNOW: <i>..how to hold a ball/bat/stick and using a swing and follow through to bowl/hit/strike a missile;</i> APPLY: <i>..they can bowl/hit/strike a missile;</i> UNDERSTAND: <i>..the importance of correct action/swing and follow through to bowl, hit, and strike a missile;</i>
		Key Starter Questions Identify the Problem: <i>How do you hold the bat when hitting a ball?</i> React to the Problem: <i>Where would you aim the ball when hitting it?</i> Practice appropriate skills: <i>When should you hit the ball into the air and when should you keep it on the ground?</i> Make Connections: <i>How should you stand when holding the bat?</i> Apply Solutions: <i>What is the importance of a good follow through when hitting the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity:

Games – Sending

Focus: *Bowling/Hitting/Striking*

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
TEAM WORKER Entering <i>* Social</i> <i>Enjoys teacher led team games;</i> <i>Works well with others;</i> Secure <i>* Relationships</i> <i>Shares with a partner;</i> <i>Takes it in turn when working with a partner;</i> Exceeding <i>* Cooperation</i> <i>Works well in small groups;</i> <i>Works well others to move apparatus;</i> <i>Takes on different roles in a team;</i>	INTRODUCTION/WARM UP: <i>..spread a number of bean-bags around the playing area – play a game of ‘bean-bag touch’ – touch as many bean-bags as possible in 45 secs. Repeat and see if the pupils can improve their previous score and consider asking pupils to only touch one colour bean-bag.</i> <i>SAFETY TIP: bend knees and keep head up to avoid collisions;</i> EXPLORE/EXPERIENCE: <i>..as an individual use a bat to hit the ball up and then bounce down – how many consecutive hits can they score?</i> <i>..work with a partner to experiment with bowling actions, both underarm and overarm:</i> <i>rolling between 2 markers;</i> <i>underarm bowling into a target;</i> <i>pass to a partner – throw, bounce, catch;</i> <i>throw to hit a target - into/through a hoop;</i> DEVELOP: <i>..roll, throw or bowl a ball for a partner to hit/return (bowler to bowl between 2 markers, batter/striker to hit a ball back between 2 different markers. Each player scores a point every time they go through the markers. Change after every 5 attempts.</i> <i>..drop/bounce the ball:</i> <i>hit for a partner to catch;</i> <i>create a goal and hit to beat the keeper (sponge ball);</i> COOL DOWN/CONCLUSION: <i>..in groups of 4 play a game of ‘pepper pot’ where pupils take it in turn to pass the ball to the other 3 in the group in turn, before changing over the key player;</i> <i>..play a game of ‘piggy in the middle’ – 3 v 1;</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>How do you hold the bat when hitting a ball?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to play small sided games that include simple tactics and strategies.</i> Secure: (Working At) <i>Pupils use their understanding of games to help to modify and improve their team tactics and strategies.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to identify the strengths of their own and other’s performances and can suggest how improvements may be made to their team’s tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, ‘missiles’;</i> <i>* A wide variety of sticks, bats & rackets;</i> <i>* Bibs;</i> <i>* Modify the:</i> <i>task, equipment;</i> <i>* Increase/decrease the:</i> <i>time, space, number of pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Games - Receiving

Focus: Sticks/Bats

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> 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.	CONTEXT/PREVIOUS EXPERIENCES: <i>Pupils will be able to use a variety of bats and sticks and body parts to receive the ball/missiles especially when using hockey and 'pop' lacrosse sticks.</i> EXPLORE: <i>..using the hand, bats, sticks etc. to receive and hit a missile;</i> <i>..receiving a pass:</i> - whilst stationary/on the move; - with different body parts – hand/foot; <i>..receiving the ball with a bat/racket/stick:</i> - travelling with the ball/missile; - aiming/hitting; <i>..with a stick:</i> - receiving/passing/shooting; EXPERIENCE: <i>..a variety of ways of pushing, bouncing, hitting and feeding the ball/missile;</i> <i>..sending the ball/missile in different directions;</i> <i>..receiving a pass on both sides of the body whilst travelling in different directions.</i> DEVELOP: <i>..the ability to adjust:</i> - the body position to pass and receive the missile; - the grip to play a: ○ forehand/backhand; ○ push/hit; ○ catch/throw; CONSIDER: <i>..the nature of the game to be played and the rules and safety implications concerned with that game;</i>	KNOW: <i>..how to control and receive a pass from another player;</i> APPLY: <i>..they can keep close control of a pass from another player;</i> UNDERSTAND: <i>..the importance of correct footwork and body position to receive a pass;</i>
		Key Starter Questions Identify the Problem: <i>Why is it important for you to be able to control a ball/missile that has been hit to you?</i> React to the Problem: <i>Where should you move in order to receive a pass?</i> Practice appropriate skills: <i>Why is spatial awareness so important in a game?</i> Make Connections: <i>Why is it important to pass and control the ball and therefore, retain possession in a game?</i> Apply Solutions: <i>How can you improve your support play in a game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Games - Receiving

Focus: Sticks/Bats

Week 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	INTRODUCTION/WARM UP: <i>..balance a ball/missile on a racket and kneel down, sit down, lie down, keeping the ball under control;</i> <i>..spread approximately 20 hoops around the playing area for the pupils to travel and bounce a ball into as many hoops as possible in 30 seconds (the ball may be caught in-between each bounce if necessary);</i> <i>..with a ball on the floor dribble/roll the ball in and out of the hoops;</i> EXPLORE/EXPERIENCE: <i>..carry a ball on a bat/racket;</i> <i>..holding a bat/racket, pass /roll a ball backward/forward to a partner, standing approximately 3m apart;</i> <i>..In groups of 4 carry a ball on a bat/racket in a relay, before passing to the next person in the line;</i> DEVELOP: <i>..work with a partner – throw/pass a ball over a net (parallel ropes or a bench?) for a partner to return. The pupil receiving the ball can use a 'knock-up' (a hit to themselves) in order to control and position their feet correctly if necessary. Score a point after every successful catch.</i> <i>..work with a partner:</i> <i>hit a ball over a rope for their partner to hit back – see how many hit they can make as a pair before losing control of the ball;</i> <i>hit a ball into a hoop for accuracy;</i> SAFETY TIP: <i>Make sure there is enough space for the pupils to swing a racket without hitting anyone;</i> COOL DOWN/CONCLUSION: <i>..in a group of six:</i> <i>pass a ball around a circle from racket to racket;</i> <i>bounce the ball around the circle;</i> <i>(make these activities competitive if necessary).</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>Why is it important for you to be able to control a ball/missile that has been hit to you?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills in order to play a game they have created.</i> Secure: (Working At) <i>Pupils begin to use appropriate tactics and strategies in small sided games they have created.</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to the tactics and strategies used by their partner/opponent during small sided games.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, 'missiles';</i> <i>* Sticks, bats & rackets;</i> <i>* Modify the:</i> <i>task, equipment, questions;</i> <i>* Increase/decrease the:</i> <i>time, space, grouping, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: *Creating Games*

Focus: *Small Groups*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> <i>master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities;</i> <i>participate in team games, developing simple tactics for attacking and defending;</i> <i>Pupils may also be taught to:</i> <i>travel with, send and receive a ball and other equipment in different ways;</i> <i>develop these skills for simple net, striking/fielding, and invasion type games;</i> <i>play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have created/made up games with a partner.</i> EXPLORE: <i>..using a variety of equipment and missiles play a game they have created that involves:</i> <i>- passing/receiving;</i> <i>- dribbling/travelling;</i> <i>- bouncing/catching;</i> <i>..ensure the game includes a variety of different forms of travelling;</i> EXPERIENCE: <i>..a game they have created - that includes - rules, a scoring system and a playing area;</i> <i>- is it co-operative or competitive?</i> <i>- do they attack a goal, line or target?</i> <i>- do they hit a missile over a net?</i> DEVELOP: <i>..the rules to suit the game - how do they officiate?</i> <i>..by making the game bigger - i.e. include travelling, chasing, dodging, scoring, passing, etc.</i> <i>..by changing the size/shape of the equipment/missiles;</i> CONSIDER: <i>..how the rules of the game need to be adjusted to make the game work/successful;</i> <i>..how to score;</i> <i>..the rules of the game;</i> <i>..the size of the playing area, goals/targets;</i> <i>..adding equipment such as sticks and bats to alter the nature of the games;</i>	KNOW: <i>..how to adjust the rules to allow the game to work/succeed;</i> APPLY: <i>..they can play a competitive game with simple rules and conditions they have created;</i> UNDERSTAND: <i>..the necessity of rules and the importance of abiding by them to make the game work;</i>
		Key Starter Questions Identify the Problem: <i>How will your team score a point/goal in your game?</i> React to the Problem: <i>What rules/conditions are important to play your game?</i> Practice appropriate skills: <i>What skills do you need to play your game?</i> Make Connections: <i>How large does the playing area need to be to play your game successfully?</i> Apply Solutions: <i>How will you attack and defend (tactics and strategies) in your game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: *Creating Games*

Focus: *Small Groups*

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering <i>* Worker</i> <i>o Works well independently under supervision;</i> <i>o Tries hard;</i> Secure <i>* Thinker</i> <i>o Listens to instructions;</i> <i>o Makes decisions for themselves;</i> Exceeding <i>* Achiever</i> <i>o Gets changed quickly;</i> <i>o Works safely in different environments;</i>	INTRODUCTION/WARM UP: <i>..‘Body Parts’ game - travel around the hall and touch the floor with different body parts – as called by the teacher, e.g. left knee, right elbow, left ear, etc. continue to travel once achieved;</i> EXPLORE/EXPERIENCE: <i>..as an individual practice skills such as bouncing, throwing/catching and dribbling;</i> <i>..work with a partner to pass and receive or copy an ‘original/special’ skill;</i> <i>..add some equipment to make up a game such as a hoop, a rope or 3 non-slip markers, skittles, canes, etc. to create goals, targets, pathways, obstacles, etc.</i> <i>..start stationary then progress and add a travel;</i> <i>..add a scoring system or some rules – the game may be cooperative (combined score, follow the leader) or competitive;</i> DEVELOP: <i>..challenge another pair to play their game:</i> <i>- demonstrate their game for the other pairing to watch;</i> <i>- teach them the rules and scoring system;</i> <i>- play the game and see if they can beat a score or beat them as opposition;</i> <i>- review and revise the game;</i> <i>- repeat the game making/adding the modifications;</i> <i>- repeat the challenge with their opponents game;</i> <i>..then challenge another pair and repeat the process;</i> COOL DOWN/CONCLUSION: <i>..play ‘Video Recorder’ game – where pupils travel around the hall and respond to calls from the teacher or cards showing the symbols on a VCR such as play, slow motion, pause, fast forward, reverse, stop, etc.</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>How will your team score a point/goal in your game?</i> APPLYING Entering: (Working Towards) <i>Pupils are able to select and apply appropriate skills in order to play a game they have created.</i> Secure: (Working At) <i>Pupils begin to use appropriate tactics and strategies in small sided games they have created.</i> Exceeding: (Working Beyond) <i>Pupils begin to successfully respond to the tactics and strategies used by their partner/opponent during small sided games.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* Skittles, cones, canes, blocks;</i> <i>* A wide variety of balls, bean bags, ‘missiles’;</i> <i>* VCR game cards (optional);</i> <i>* Bibs;</i> <i>* Modify the:</i> <i>- task, equipment;</i> <i>* Increase/decrease the:</i> <i>- time, space, grouping, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Games – Travelling Activities

Focus: Dodging/Avoiding Games

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> - travel with, send and receive a ball and other equipment in different ways; - develop these skills for simple net, striking/fielding, and invasion type games; - play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.	CONTEXT/PREVIOUS EXPERIENCES: <i>Can use of space, show changes of direction/speed and play co-operative games;</i> EXPLORE: <i>..how different games can be played where the pupils decide upon:</i> - the number of players; - the area to be used; - the method of catching an opponent; - the rules/time; - how to end the game; <i>..games that involve different numbers of chasers/catchers to ensure no one is 'out' for too long;</i> EXPERIENCE: <i>..a variety of games that involve dodging/avoiding other pupils and soft/sponge missiles rolled/propelled by either other pupils or the teacher;</i> <i>..games played in different sized/shaped areas;</i> DEVELOP: <i>..tactics to avoid being caught - positioning, cornering, blocking, shielding;</i> <i>..skills to avoid being caught, i.e. changes of speed, dodging, changes of direction;</i> CONSIDER: <i>..time limits and safety considerations to play the games;</i> <i>..the number of catchers/missiles;</i> <i>..the size, colour and density of the missile;</i> <i>..whether pupils are to be eliminated. What do they do if they are caught?</i> <i>..whether elimination can be avoided. Is that a good thing?</i>	KNOW: <i>..appropriate tactics to avoid being caught;</i> APPLY: <i>..they can employ appropriate tactical and physical skills to avoid being caught;</i> UNDERSTAND: <i>..the importance of changes of speed and direction when trying to avoid being caught;</i>
		Key Starter Questions Identify the Problem: <i>How can you avoid being caught when playing a dodging/avoiding game?</i> React to the Problem: <i>When do you need to change speed during a game?</i> Practice appropriate skills: <i>Why is it important to run with control?</i> Make Connections: <i>How can dodging/avoiding skills from one game be used to influence your tactics when playing a team game?</i> Apply Solutions: <i>How will your fitness influence the way you play a dodging/avoiding game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 2

Activity: Games – Travelling Activities

Focus: Dodging/Avoiding Games

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
POSITIVE LEARNER Entering <i>* Fair Player</i> <i>Plays fairly with others;</i> <i>Is willing 'to have a go';</i> Secure <i>* Listener</i> <i>Responds well to set tasks;</i> <i>Talks and listens to their partner/others;</i> Exceeding <i>* Confident Learner</i> <i>Has high self-esteem;</i> <i>Is a positive role model;</i>	INTRODUCTION/WARM UP: <i>..in groups of 6 pupils, play a game of 'Dragon's Treasure'. Place a mat for one of the pupils to stand on along with a variety of missiles (bean bags, quoits , etc). The rest of the group creep up to try and steal the treasure, without being pointed at. Allow pupils to referee their own games.</i> EXPLORE/EXPERIENCE: <i>..divide the playing area into 4 and in their groups of 6 play a game of:</i> <i>'Roll Tag' – where pupils attempt to roll the ball to hit others below the knee with the ball. Once caught they join the chasers team.</i> <i>'Ball Tag' – one player chases and attempts to touch any of the other players with the ball (must keep hold of the ball). Once caught they join the chaser.</i> DEVELOP: <i>..in their groups of 6 play a game of 'Piggy-in-the-Middle' with 2 piggies! (4 v 2).</i> <i>..play games for 60 secs and see how many interceptions can be made in that time period;</i> <i>..in teams or 3 (3 v 3) play a game of 'Corner Ball' – players may only take one step with the ball, hold the ball for only 3 secs and keep 2 hands on the ball, with the aim of touching a member of the opposition with the ball;</i> COOL DOWN/CONCLUSION: <i>..set pupils a challenge, they can either work with a hoola hoop or skipping rope – they should work with a partner to find different ways to use the equipment, such as:</i> <i>skipping – forwards, backwards, single leg, etc.</i> <i>hoola hoop – around the waist, skipping, leg circling, etc</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>How can you avoid being caught when playing a dodging/avoiding game?</i> IMPROVING Entering: (Working Towards) <i>Pupils use their understanding to play small sided games that include simple tactics and strategies.</i> Secure: (Working At) <i>Pupils use their understanding of games to help to modify and improve their team tactics and strategies.</i> Exceeding: (Working Beyond) <i>When pupils play a small sided game with others they are able to identify the strengths of their own and other's performances and can suggest how improvements may be made to their team's tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* A wide variety of sponge balls, rugby balls, other size/shaped balls;</i> <i>* Bibs;</i> <i>* Modify the:</i> <i>task, equipment;</i> <i>* Increase/decrease the:</i> <i>time, space, grouping, pupil support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 2

Activity: Games – Game Forms

Focus: Relays/Races

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils 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.</i> <i>Pupils should be taught to:</i> ○ master basic movements including running, jumping, throwing and catching, and co-ordination, and begin to apply these in a range of activities; ○ participate in team games, developing simple tactics for attacking and defending; <i>Pupils may also be taught to:</i> - travel with, send and receive a ball and other equipment in different ways; - develop these skills for simple net, striking/fielding, and invasion type games; - play simple, competitive net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.	CONTEXT/PREVIOUS EXPERIENCES: <i>Running activities that involve running over a variety of distances and at different speeds.</i> EXPLORE: <i>..running in a variety of ways:</i> - straight running races; - relays - carrying/collecting; - continuous running; - tag games; - obstacle races; EXPERIENCE: <i>..a variety of types of races:</i> File Line Continuous Line and leader Triangle <pre> xxxx x x x x xx x- -x -x -x x / \ / \ X XX (start) </pre> DEVELOP: <i>..races over a variety of distances;</i> <i>..setting time limits i.e. how many laps can you complete in...?</i> CONSIDER: <i>..how every child can be involved with equal access and opportunity;</i> <i>..allowing pupils to design and organise their own relay races and competitions;</i> <i>..warming up and the effects of exercise on the body;</i> <i>..small relay teams to allow maximum involvement (max 4);</i>	KNOW: <i>..how to pace themselves when running over longer distances;</i> APPLY: <i>..they can run with speed over a short distance;</i> UNDERSTAND: <i>..the importance of a 'fair' race;</i>
		Key Starter Questions Identify the Problem: <i>What can you do to improve your speed when sprinting?</i> React to the Problem: <i>How can you run fast without losing control?</i> Practice appropriate skills: <i>How can 'fast arms' help you to improve your sprinting skills?</i> Make Connections: <i>Why is balance so important when changing direction when sprinting in relay races?</i> Apply Solutions: <i>How can you improve your ability to sprint over longer distances?</i>



Planning for Attainment in Physical Education - Lesson Plan

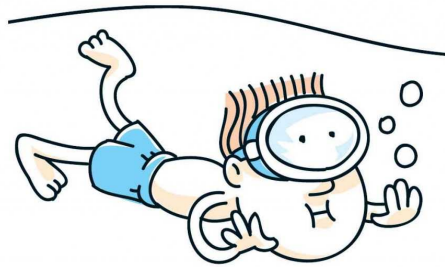
Year Group: 2

Activity: Games – Game Forms

Focus: Relays/Races

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
REFLECTIVE LEARNER Entering <i>* Evaluation</i> - Can identify and say what they like when watching others; - Can comment on others' performances; Secure <i>* Target Setting</i> - Can evaluate their own learning; - Can set personal targets; Exceeding <i>* Receiving Feedback</i> - Responds well to feedback; - Can give feedback to a partner;	INTRODUCTION/WARM UP: <i>..in their teams of 4 warm up with 'Trains' – where the train starts slowly then the back 'carriage' runs to the front to become the new 'engine' – continue around a field or large area;</i> EXPLORE/EXPERIENCE: <i>..relay races are great fun - vary the type of relay each week, start with a 'file' relay to develop running experiences:</i> - in teams of 4, start by running for 2 minutes, then consider increasing the distance or time according to the needs/response of the pupils; - in-between races discuss tactics/strategies, such as how to turn at the line (TOP TIP: get the pupils to touch the line with their hand to encourage them to go in low and accelerate away from the turn); - repeat, taking bean bags and placing them into a hoop, then collect them back in again; - discuss/check take-over methods to make races 'fair'; DEVELOP: <i>..running actions:</i> - fast arm action to initiate sprinting; - high knee lift for longer stride; - movement in a straight line for best efficiency; <i>..allow pupils to observe and provide feedback to others in their team;</i> <i>..allow pupils to discuss tactics/strategies for their race;</i> <i>..allow pupils to think/design their own relay race, before letting them challenge another team;</i> <i>..play a chasing game such as:</i> - archway tag; - chain tag; etc. COOL DOWN/CONCLUSION: <i>..in their teams of 4 make letter shapes – try to spell a word;</i>	Key Starter Question – Week 1: Identify the Problem: <i>What can you do to improve your speed when sprinting?</i> ABSORBING Entering: (Working Towards) <i>Pupils are able to use a successful running/sprinting action;</i> Secure: (Working At) <i>Pupils are able to run in a race with their team that effectively uses running/sprinting techniques;</i> Exceeding: (Working Beyond) <i>When pupils run in team relay races they are able to include appropriate running/sprinting techniques and start to use different tactics and strategies.</i>
Differentiation/Resources		
<i>* Hoops, ropes and markers;</i> <i>* A wide variety of balls, bean bags, 'quoits';</i> <i>* Modify the</i> - task, equipment; <i>* Increase/decrease the:</i> - time, distance, - grouping, pupil support;		



Planning for Swimming



Swimming Focus for Progression

Non-Swimmers Group	Beginners Group	Improvers Group	Deep Water Group
Entry/Exits <i>Enter the pool safely</i>	<i>Steps/Side</i>	<i>Jumping</i>	<i>Shallow entry dive</i>
Flotation <i>Regain Feet</i>	<i>Shape</i>	<i>Prone/Supine</i>	<i>Survival</i>
Propulsion <i>Movement/Directions</i> <i>- push/glide</i> <i>- front/back</i> <i>Legs</i>	<i>Pulling/Pushing</i> <i>- front</i> <i>- back</i> <i>Arms/legs</i>	<i>Multi-stroke</i> <i>- front crawl</i> <i>- backstroke</i> <i>- breaststroke</i>	<i>Circular strokes</i> <i>- front crawl</i> <i>- backstroke</i> <i>- breaststroke</i> <i>- butterfly</i>
Breathing <i>Holding</i>	<i>Blowing out</i>	<i>Bouyancy</i>	<i>Swimming/timing</i>
Rotation <i>Turning around</i>	<i>Rolling/spinning</i>	<i>Levels</i>	<i>Turning at Wall</i>
Submersion <i>Under/Over/Through</i>	<i>Retrieving</i>	<i>Inversion</i>	<i>Surface Dive</i>
Safety <i>Emergency Action Plan</i>	<i>Know how to be rescued</i>	<i>Reaching Rescue</i>	<i>Throwing Rescue</i>

Swimming should develop water confidence, safety and an awareness of survival techniques.
Each unit of work should include a variety of the experiences/skills identified



Planning for Attainment in Physical Education - Scheme of Work

Year Group: KS1

Activity: *Swimming – Non Swimmers*

Focus: *Water Confidence*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Purpose of study A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. <i>Swimming and water safety</i> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> <i>In particular, pupils should be taught to:</i> ○ <i>swim competently, confidently and proficiently over a distance of at least 25 metres;</i> ○ <i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</i> ○ <i>perform safe self-rescue in different water-based situations.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Activities with or without armbands/swimming aids according to the depth of the water, age and water confidence of the children.</i> EXPLORE: <i>..a variety of activities that will develop water confidence:</i> - <i>changing places whilst holding/at the rail;</i> - <i>washing face/blowing bubbles;</i> - <i>singing rhymes/playing games;</i> <i>..different ways of crossing the pool:</i> - <i>walking: pushing objects with chin, nose, elbow, back; carrying, balancing, marching/high knees;</i> - <i>propulsion - on front and back;</i> <i>..flotation (with or without arm bands/buoyancy aids):</i> - <i>regain feet, rocking back and forwards;</i> - <i>showing different shapes and turning around;</i> EXPERIENCE: <i>..activities that develop propulsion skills:</i> - <i>kick with legs;</i> - <i>holding the rail against the wall;</i> - <i>with a float;</i> - <i>stretching/gliding towards the wall;</i> - <i>arm actions - pulling/pushing;</i> <i>..submersion activities:</i> - <i>head under;</i> - <i>collecting objects/going through hoops</i> DEVELOP: <i>..their propulsion by pushing/gliding from the pool side;</i> <i>..different ways of turning;</i> CONSIDER: <i>..safe entry into the pool - lowering into the water from sitting, climbing down steps, jumping in;</i> <i>..how to regain feet from prone/supine positions;</i> <i>..pool safety - know what to do in an emergency (EAP);</i>	KNOW: <i>..how to regain their feet from a prone/supine position;</i> <i>..how to get help;</i> APPLY: <i>..they can propel themselves with arm and leg kick actions;</i> UNDERSTAND: <i>..what to do if others are in danger/difficulty;</i> <i>..how to regain their feet;</i>
		Key Starter Questions
		Identify the Problem: <i>Why is your head position so important in swimming?</i> React to the Problem: <i>What is the most efficient position for your body when swimming?</i> Practice appropriate skills: <i>What do you need to do to maintain an efficient body position in the water?</i> Make Connections: <i>How does your breathing action affect your body position when swimming on your front?</i> Apply Solutions: <i>How does a long/stretched body position improve your swimming skills?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: KS1

Activity: Swimming – Non Swimmers

Focus: Water Confidence

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering: <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure: <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding: <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	Introduction/Warm Up: <i>..climb in down the steps, move along the pool holding the rail;</i> <i>..walk around the pool showing changes of:</i> <i>directions;</i> <i>levels;</i> <i>speeds;</i> <i>..repeat with shoulders under the water;</i> <i>..find a space and play 'Simon Says' or another action song;</i> EXPLORE/EXPERIENCE: <i>..blow bubbles;</i> <i>..chin in the water, blow egg flips and walk across the pool;</i> <i>..hold a float, arms straight and kick across the pool (front);</i> <i>hands holding far end of float, arms on top;</i> <i>hands holding the side of the float;</i> <i>hands holding the from edge of the float;</i> <i>..hold a float across the chest and kick across the pool (back);</i> <i>..hold the float with one arm across the chest and use the other hand to scull by their side;</i> DEVELOP: <i>..practice leg kick against the wall – holding onto the rail (one hand on the wall and one on the wall below if necessary);</i> <i>..pull a partner across the pool whilst they are holding a float;</i> <i>..push and glide across the pool – stand up when they stop;</i> <i>..push, glide and then add a kick;</i> COOL DOWN/CONCLUSION: <i>..duck their heads under the water;</i> <i>..circle float – standing in a circle holding hands. Alternate pupils float on their backs, being supported by the pupils in-between;</i> <i>..climb out over the side;</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>Why is your head position so important in swimming?</i> ABSORBING Entering: (Working Towards) <i>They are able to kick their legs and pull with their arms using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a continuous swimming action.</i> Exceeding: (Working Beyond) <i>They are able to show a recognised swimming action; controlling their breathing and using their skills effectively to cross the pool.</i>
Differentiation/Resources		
<i>* Floats, egg flips;</i> <i>* Sinkers, weighted hoops;</i> <i>* Increase/decrease the:</i> <i>distance;</i> <i>* Modify the task;</i> <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: KS1

Activity: *Swimming - Beginner*

Focus: *Propulsion*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Purpose of study A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. <i>Swimming and water safety</i> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> <i>In particular, pupils should be taught to:</i> ○ <i>swim competently, confidently and proficiently over a distance of at least 25 metres;</i> ○ <i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</i> ○ <i>perform safe self-rescue in different water-based situations.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Activities with or without armbands/swimming aids to develop kick and/or paddle techniques;</i> EXPLORE: <i>..a variety of activities that will develop:</i> - <i>breathing - blowing out along the water;</i> - <i>crossing the pool - front /back paddle;</i> - <i>being towed by a partner (float);</i> - <i>flotation:</i> ○ <i>for longer periods of time, changing shapes;</i> ○ <i>checking head position;</i> ○ <i>submersion - touching pool floor with different body parts;</i> EXPERIENCE: <i>..a crawl type action on front and back;</i> <i>..isolate body parts:</i> - <i>legs only (holding one/two floats);</i> - <i>legs and one arm;</i> - <i>full stroke;</i> - <i>breathing action/timing;</i> DEVELOP: <i>..activities encouraging changing position and direction using rotation;</i> <i>..collecting objects from the bottom of the pool;</i> <i>..enter a floating hoop from below;</i> CONSIDER: <i>..games that encourage water confidence - collecting, passing, singing, sharing/partner/small group work;</i> <i>..feet first entry into the pool where the water is deep enough - how do they know?</i> <i>..the water safety code - where the emergency signs are around the pool and know how to be rescued;</i>	KNOW: <i>..how to be rescued;</i> APPLY: <i>..they can cross the pool using a front and/or back paddle;</i> UNDERSTAND: <i>..the importance of knowing how deep the water is before entering;</i>
		Key Starter Questions Identify the Problem: <i>Why is your head position so important in swimming?</i> React to the Problem: <i>What is the most efficient position for your body when swimming?</i> Practice appropriate skills: <i>What do you need to do to maintain an efficient body position in the water?</i> Make Connections: <i>How does your breathing action affect your body position when swimming on your front?</i> Apply Solutions: <i>How does a long/stretched body position improve your swimming skills?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: KS1

Activity: Swimming - Beginner

Focus: Propulsion

Week: 1

Assessment without Levels	Learning Activities	Assessment for Learning
EFFECTIVE PARTICIPANT Entering: <i>* Worker</i> <i>Works well independently under supervision;</i> <i>Tries hard;</i> Secure: <i>* Thinker</i> <i>Listens to instructions;</i> <i>Makes decisions for themselves;</i> Exceeding: <i>* Achiever</i> <i>Gets changed quickly;</i> <i>Works safely in different environments;</i>	Introduction/Warm Up: <i>..mirror the teachers actions;</i> <i>..traffic light game – green – go, amber – go under, red – float;</i> <i>..sing a song - head, shoulders, knees and toes;</i> EXPLORE/EXPERIENCE: <i>..push and glide:</i> <i>with a float;</i> <i>with a float and kick;</i> <i>without a float;</i> <i>..kick holding the float at the far end:</i> <i>add single front crawl arm action;</i> <i>alternate arms after every three strokes;</i> <i>..float on their back and front making a:</i> <i>star shape;</i> <i>curled shape;</i> <i>thin shape;</i> DEVELOP: <i>..on front and back:</i> <i>kicking;</i> <i>single arm actions whilst holding a float;</i> <i>roll from front onto back and back again – kicking all the time;</i> <i>..full front crawl stroke:</i> <i>add breathing to one side every stroke;</i> <i>breathing every other stroke;</i> <i>breathing alternate sides every two strokes;</i> <i>..swim on their side – make up a stroke;</i> COOL DOWN/CONCLUSION: <i>..swim through a hoop;</i> <i>..collect objects from the bottom of the pool;</i>	<i>Key Starter Question – Week 1:</i> Identify the Problem: <i>Why is your head position so important in swimming?</i> ABSORBING Entering: (Working Towards) <i>They are able to kick their legs and pull with their arms using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a continuous swimming action.</i> Exceeding: (Working Beyond) <i>They are able to show a recognised swimming action; controlling their breathing and using their skills effectively to cross the pool.</i>
Differentiation/Resources		
<i>* Floats, egg flips;</i> <i>* Sinkers, weighted hoops;</i> <i>* Traffic lights;</i> <i>* Increase/decrease the:</i> <i>distance;</i> <i>* Modify the task;</i> <i>time, space, equipment, pupils, support;</i>		