

Key Stage 2 - Scheme of Work

National Curriculum 2014

Brian Coates

Improving Performance in Physical Education



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Improving Performance in Physical Education Key Stage 2 Scheme of Work

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September 2014

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 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, athletic activities, outdoor and adventurous activities 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.

Long Term Planning - Balancing Programmes of Study

When designing your programme, it is important to ensure a balance of experiences; experiences that are both meaningful and worthwhile and take place in a variety of environments. It is important for you to consider how much time you wish to devote to the 'physical' experiences that are so important to the balanced education of our children, and the frequency of those physical education lessons.

Safety

Safety in physical education is always a crucial issue, particularly in relation to the need, for the skills and activities the children will experience, to be organised and taught, in a progressive format.

Where safety is an issue and a child needs to learn a specific skill it is important for the teacher to use a variety of appropriate teaching strategies and have adequate subject knowledge, in order to give specific guidance and direction into the safe way to conduct that skill.

Teaching Strategies and Approaches

Great emphasis has been placed upon the employment of a variety of teaching styles and strategies, which are important to assess without levels.

Providing children with opportunities to explore and discover solutions to open ended tasks, enables the teacher to identify the needs of the individual children, giving them more guidance, support, direction and challenge, whenever appropriate.

The wording of the units provides a framework for the teaching of the activity set at a level where every child can gain success at their own level. This is particularly important for pupils with special educational needs.

There is also a need for children to experience appropriate and relevant skills, according to their previous experiences and ability. It is therefore important for some children to be directed towards more specific learning experiences relating to a unit of work. Setting open ended, problem solving or more directed tasks will ensure relevant learning experiences for these children.

...every child can gain success at their own level.



...It is important to find ways for every pupil to succeed.

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 other 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 our pupils learning. They should be:

- o effective learner;
- o team worker
- o positive learner;
- o reflective learner;
- o 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:

- o absorbing;
- o applying;
- o improving;

The use of the term 'absorbing' relates to the 'skill hungry years' of key stage 2. It is a time when pupils are like sponges and will soak up all the information you provide them with. 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 questions**' from each individual unit of work. You will be able to use the focus and 'key 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 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 the 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 together with 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.

Acknowledgements

Mark Salter - Independent PE Consultant
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Year Group Overviews with Long Term Planning

Tracking Assessment for Learning in Physical Education

Year 3				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	Invasion - Netball	Passing/Receiving	O							O	
	Gymnastics	Travelling	Speeds			O				O		
Autumn 2												
	Games	Invasion - Football	Dribbling/Travelling					O		O		
	Dance	Food/Farming	Tension/Quality						O		O	
Spring 1												
	Games	Games Understanding - BB	Creating Space			O						O
	Gymnastics	Balance	Moving Into/Out				O				O	
Spring 2												
	Swimming	Propulsion	Ability Groups	O								O
	Dance	The Romans	Contrasting Levels				O					O
Summer 1												
	Games	Striking/Fielding - Rounders	Retrieving/Fielding			O				O		
	Athletics	Running	Continuous Running						O		O	
Summer 2												
	Games	Net/Wall - Tennis	Throwing/Hitting				O					O
	Athletics	Jumping	Long/High					O		O		

Tracking Assessment for Learning in Physical Education

Year 4				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	Invasion - Hockey	Controlling/Stopping			O				O		
	Gymnastics	Rolling/Rotating	Partner/Matching/Mirroring	O								O
Autumn 2												
	Games	Invasion - Football	Marking/Tackling				O					O
	Dance	Barn Dances	Body Sounds			O					O	
Spring 1												
	Games	Games Understanding	Protecting the Ball	O								O
	Gymnastics	Jumping/Landing	Flight						O	O		
Spring 2												
	Outdoor Activities	Orienteering/Problem Solving	Cooperation			O					O	
	Dance	Rivers	The Environment				O					O
Summer 1												
	Games	Striking/Fielding - Cricket	Throwing/Catching						O	O		
	Athletics	Jumping	Combination Jumps					O			O	
Summer 2												
	Games	Net/Wall - Tennis	Fielding/Footwork			O					O	
	Athletics	Throwing	Pushing	O						O		

Tracking Assessment for Learning in Physical Education

Year 5				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	Invasion - Netball	Shooting/Keeping/Scoring					O			O	
	Gymnastics	Travelling	Transferring Weight						O		O	
Autumn 2												
	Games	Invasion - Rugby	Support Play/Spatial Aware			O						O
	Dance	Colour	Pathways/Flight	O						O		
Spring 1												
	Games	Games Understanding	Invading/Protecting				O				O	
	Gymnastics	Balance	Counter Balance/Support					O		O		
Spring 2												
	Swimming	Propulsion	Ability Groups	O							O	
	Dance	Machines	Percussion/Music			O						O
Summer 1												
	Games	Striking/Fielding - Rounders	Positioning/Moving				O					O
	Athletics	Running	Relay Racing	O								O
Summer 2												
	Games	Net/Wall - Tennis	Forehand/Backhand					O		O		
	Athletics	Jumping	Take-offs						O	O		

Tracking Assessment for Learning in Physical Education

Year 6				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	Invasion - Football	Teamwork/Formations			O						O
	Gymnastics	Rolling/Rotating	Symmetrical/Asymmetrical				O			O		
Autumn 2												
	Games	Invasion - Hockey	Tactics/Attack/Defence	O						O		
	Dance	Keeping Healthy	Flow/Momentum					O		O		
Spring 1												
	Games	Games Understanding - BB	Retaining Possession						O		O	
	Gymnastics	Jumping/Landing	Partner/Matching/Mirroring					O				O
Spring 2												
	Outdoor Activities	Orienteering/Problem Solving	Group Tasks			O						O
	Dance	The Victorians	Group Space				O				O	
Summer 1												
	Games	Striking/Fielding - Cricket	Bowling/Striking	O								O
	Athletics	Throwing	Sling						O		O	
Summer 2												
	Games	Net/Wall - Tennis	Partnership/Tactics/Rules				O				O	
	Athletics	Running	Hurdling	O						O		

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:

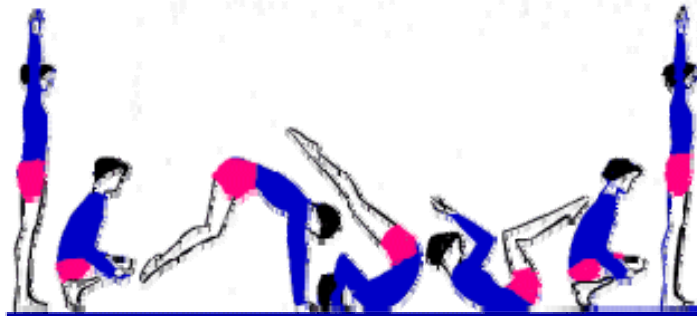
- o Absorbing;
- o Applying;
- o Improving;

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.

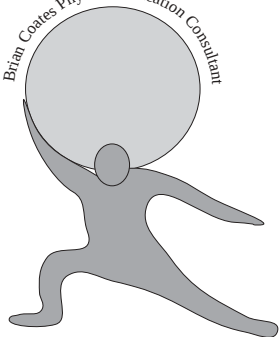


Assessment in Physical Education – Key Stage 2

	Effective Participant	Performer	Team Worker	Positive Learner	Reflective Learner	Active Learner
Entering	* Encouraging: - o Is a positive influence on others; - o Brings their kit; - o Is prompt when asked to do things;	* Control: - o Can demonstrate appropriate skills and techniques; - o Can apply skills working in groups; - o Uses understanding to compare skills and techniques;	* Collaborator: - o Helps others; - o Works well in a team & with others; - o Listens to the ideas of others;	* Engaged: - o Asks questions; - o Volunteers answers; - o Seeks help/advice;	* Identify: - o Can say what they like and why; - o Know and comment on key points of technique;	* Healthy Lifestyle: - o Lead a healthy active life – participate in regular sporting activities; - o Works hard during exercise;
Secure	* Respectful: - o Listens to instructions; - o Has good manners; - o Works well with others; - o Talks to peers;	* Accuracy: - o Can combine and link skills or actions; - o Can select and apply skills and tactics; - o Uses understanding to improve team/group performance;	* Contributor: - o Helps set up/return equipment and resources; - o Can record scores and/or officiate; - o Works hard for the team;	* Determined: - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others;	* Compare: - o Can give positive feedback; - o Compare their own and others' performances with previous ones;	* Effort: - o Be physically active for sustained periods; - o Develop good fitness levels; - o Regularly attend a school sports club;
Exceeding	* Sportsmanship: - o Plays fairly and according to the rules; - o Copes well with success and failure; - o Sets an example to others;	* Fluency: - o Understanding of tactics & strategies; - o Smooth transitions in sequences; - o Can perform skills with fluency in challenging context;	* Communicator: - o Can contribute their ideas in a group; - o Takes on leadership roles; - o Can lead a small group warm up or practice;	* Problem Solver: - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	* Evaluate: - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	* Energy: - o Engage in competitive sporting activities; - o Practice hard to improve fitness; - o Represent a school team;
Excellence	* Role Model: - o Is a positive influence upon others; - o Responds well to a challenge; - o Has good sporting etiquette;	* Creativity: - o Can create games; - o Can plan tactics for attack & defence; - o Can apply skills or tactics from one sport or activity into another;	* Organiser: - o Can make decisions; - o Can organise a team or group to play, practice or perform;	* Decision Maker: - o Can organise and apply tactics and strategies; - o Can lead and motivate a team;	* Analyse: - o Recognise their own success; - o Can help someone to improve their performance;	* Commitment: - o Set their own fitness targets; - o Develop competence to excel in a broad range of physical activities; - o Act as team captain;



Planning for Gymnastic Activities



Gymnastic Activities Focus for Progression

Year 3	Year 4	Year 5	Year 6
Balance * <i>Moving into/out</i>	* <i>Symmetry/Asymmetry</i>	* <i>Counter Balance/Support</i>	* <i>Group Balance</i>
Travelling * <i>Speeds</i>	* <i>Body Parts</i>	* <i>Transferring Weight</i>	* <i>Continuity/Fow</i>
Jumping/ Landing * <i>Twisting/Turning</i>	* <i>Flight</i>	* <i>Symmetry/Asymmetry</i>	* <i>Partner/Matching/ Mirroring</i>
Rolling/ Rotating * <i>Pathways/Directions</i>	* <i>Partner/Matching/ Mirroring</i>	* <i>Shape</i>	* <i>Symmetry/Asymmetry</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: 3

Activity: Gymnastics

Theme: Balance

Focus: Moving Into/Out

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can hold a still balance with body tension and control.</i> EXPLORE: <i>..a variety of balances that use different body parts at different levels;</i> <i>..balances that show a variety of different shapes;</i> <i>..a sequence of balances linked through different ways of travelling;</i> EXPERIENCE: <i>..a sequence that involves travelling, i.e. run, leap, slide, roll, jump, etc. and includes a number of still balances;</i> <i>..moving into and out of a balance at a:</i> - <i>high level;</i> - <i>low level;</i> <i>..a balance that uses:</i> - <i>large;</i> - <i>small body parts;</i> - <i>body part combinations;</i> DEVELOP: <i>..can refine a sequence of balances showing different shapes;</i> <i>..an extended sequence that involves a still balance and includes a change of direction/pathway;</i> <i>..continuity and flow when moving from one balance into another;</i> CONSIDER: <i>..using apparatus for support to develop a sequence;</i> <i>..how the balances are to be linked;</i> <i>..what directions/pathways are to be used in the sequence;</i>	KNOW: <i>..how to move into/out of a balance smoothly with continuity and flow;</i> APPLY: <i>..they can move into/out of a balance with control, fluency and clear shapes linked into a sequence;</i> UNDERSTAND: <i>..how the apparatus may be used to support a balance and to develop a sequence;</i>
		Key Questions
		Identify the Problem: <i>What makes a good quality balance?</i> React to the Problem: <i>What qualities should a good balance have?</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: 3

Activity: Gymnastics

Theme: Balance

Focus: Moving Into/Out

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> <i>o Asks questions;</i> <i>o Volunteers answers;</i> <i>o Seeks help/advice;</i> Secure <i>* Determined:</i> <i>o Wants to improve;</i> <i>o Continues to try even after failure;</i> <i>o Responds well to a challenge;</i> <i>o Has high expectations of self and others;</i> Exceeding <i>* Problem Solver:</i> <i>o Can think creatively to find solutions;</i> <i>o Can find alternative responses to a problem, tactic or choreography;</i>	Introduction/Warm Up: <i>..show different pathways and directions when travelling 'high' then when asked make a shape and 'freeze';</i> <i>..travel 'low' and again 'freeze' when asked;</i> <i>..show a balance that uses different:</i> <i>- shapes;</i> <i>- body parts;</i> <i>- levels</i> EXPLORE/EXPERIENCE: <i>..show a variety of balances that show a variety of body shapes:</i> <i>- wide;</i> <i>- thin;</i> <i>- twisted;</i> <i>..repeat using different body parts:</i> <i>- large (patches) – back, bottom, side, etc;</i> <i>- small (points) – hands, feet, knees, elbows, etc.</i> <i>..a combination of body parts including:</i> <i>- 3 small body parts;</i> <i>- one large and one small body part, etc.</i> DEVELOP: <i>..move from one balance into another by:</i> <i>- twisting;</i> <i>- turning;</i> <i>- rolling.</i> <i>..use apparatus to show balances that are:</i> <i>- along/on/off;</i> <i>- over/under;</i> COOL DOWN/CONCLUSION: <i>..play 'Sleeping Lions' – show a shape and keep as still as possible;</i> <i>..repeat the game but use different body parts to balance upon – line up at the door if they move.</i>	Key Questions: Identify the Problem: <i>What makes a good quality balance?</i> Entering: (Working Towards) <i>They are able to apply appropriate skills and move from one balance into another and show good quality shapes;</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to create a sequence that includes a variety of balances. They are able to show fluency in their linking movements whilst working on the floor and on apparatus;</i> Exceeding: (Working Beyond) <i>They use their understanding to create a fluent sequence that shows precision and control when moving into /out of a balance, both on the floor and on apparatus. The sequences show good quality shapes and a variety of body parts.</i>
Differentiation/Resources		
* Use a variety of pieces of apparatus placed at random. Apparatus that is high, low, wide, thin, 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 - Lesson Plan

Year Group: 3

Activity: *Gymnastics*

Theme: *Balance*

Focus: *Moving Into/Out*

Week:

[illegible]

Planning for Attainment in Physical Education - Additional Information

Year Group: 3

Activity: *Gymnastics*

Theme: *Balance*

Focus: *Moving Into/Out*

Learners to Extend	Learners to Support	Other Comments
<i>Emma Jones is a club gymnast and needs to show good quality extension and flexibility during her sequences</i>	<i>Donna Smith lacks control and fluency and needs increased guidance on which actions she may link more effectively</i> <i>David Ward finds it difficult to identify which actions, he is capable of performing successfully and which to include within a sequence</i>	<i>All the children need more time on the apparatus to allow them to complete their sequences.</i>



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Gymnastics

Theme: Travelling

Focus: Speeds

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can travel in different ways, with a variety of pathways/ directions and at different levels</i> EXPLORE: <i>..travelling in a variety of different ways, using different body parts, working at different levels:</i> - <i>running, skipping, hopping, jumping, galloping, etc.</i> - <i>sliding, crawling, rolling, pulling, pushing, rolling;</i> <i>..showing different shapes when travelling;</i> EXPERIENCE: <i>..travelling at different speeds:</i> - <i>starting slowly and accelerating;</i> - <i>starting quickly and decelerating;</i> <i>..travelling with a change of speed and level;</i> DEVELOP: <i>..ideas that are initiated on the floor and extended on the apparatus;</i> <i>..ideas that show changes of speed during a sequence;</i> <i>..a sequence that includes travelling towards the apparatus, using the apparatus, then moving away again;</i> <i>..sequences that include a moment of stillness (balance);</i> CONSIDER: <i>..how a sequence may be developed showing changes of:</i> - <i>speed (acceleration/deceleration);</i> - <i>level (start low and slow/end high and fast);</i> - <i>direction/pathway when also travelling at different speeds;</i> <i>..showing a combination of the different ideas, with the emphasis always on changes of speed.</i>	KNOW: <i>..how changes of speed can be influenced by changes of direction or level;</i> APPLY: <i>..they can show changes of speed during an extended sequence of movements;</i> UNDERSTAND: <i>..that it is easier to show changes of speed when travelling at certain levels i.e. low and slow;</i>
		Key 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: 3

Activity: Gymnastics

Theme: Travelling

Focus: Speeds

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..travel high 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 sideways;</i> <i>- gallop forwards;</i> <i>- jump backwards;</i> EXPLORE/EXPERIENCE: <i>..travel low, showing a variety of ways of moving such as:</i> <i>- sliding;</i> <i>- crawling;</i> <i>- rolling;</i> <i>..show a sequence that starts high then changes to travelling low:</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> Entering: (Working Towards) <i>They are able to show changes of speed when they link their movements together during their sequence;</i> Secure: (Working At) <i>They are able to demonstrate fluency and control when they link their movements together into a sequence both on the floor and on apparatus;</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows good changes of speed 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: 4

Activity: Gymnastics

Theme: Jumping/Landing

Focus: Flight

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes			
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can jump and land safely. They can also show shapes in the air and jump in different directions.</i> EXPLORE: <i>..a variety of take-offs and landings using:</i> - one foot; - two feet. <i>..what happens to the arms when jumping:</i> - to assist flight? - whilst in the air? <i>..what shapes can they make?</i> <i>..can they jump and turn/rotate?</i> EXPERIENCE: <i>..a variety of shapes whilst in the air i.e. tucked/curled, stretched - wide/narrow, twisted - arms/legs;</i> <i>..different kinds of take-offs/landings - what shapes can be achieved with the different ways;</i> DEVELOP: <i>..different shapes i.e. symmetrical/asymmetrical;</i> <i>..jumps with a turn;</i> <i>..jumps from apparatus of differing heights;</i> <i>..the use of their hands to assist flight;</i> <i>..a travel leading into a jump;</i> CONSIDER: <i>..safe landings, landing areas, other pupils;</i> <i>..extending the jump into a sequence by linking with a roll;</i> <i>..control whilst jumping/landing aiming for quality – clear start and finish position;</i>	KNOW: <i>..the safety issues concerning the use of a landing area;</i> APPLY: <i>..they can achieve flight from an elevated surface;</i> UNDERSTAND: <i>..the importance of gaining height when showing shapes in the air;</i> <tr> <th colspan="2">Key Questions</th><td> Identify the Problem: <i>How does the take-off relate to the shape you make in the air and the landing position?</i> React to the Problem: <i>What is the importance of gaining height in a jump?</i> Practice appropriate skills: <i>How can apparatus improve the quality of your jumps?</i> Make Connections: <i>How can you transfer your actions from the floor onto the apparatus?</i> Apply Solutions: <i>What is important about jumping from a height?</i> </td></tr>	Key Questions		Identify the Problem: <i>How does the take-off relate to the shape you make in the air and the landing position?</i> React to the Problem: <i>What is the importance of gaining height in a jump?</i> Practice appropriate skills: <i>How can apparatus improve the quality of your jumps?</i> Make Connections: <i>How can you transfer your actions from the floor onto the apparatus?</i> Apply Solutions: <i>What is important about jumping from a height?</i>
Key Questions		Identify the Problem: <i>How does the take-off relate to the shape you make in the air and the landing position?</i> React to the Problem: <i>What is the importance of gaining height in a jump?</i> Practice appropriate skills: <i>How can apparatus improve the quality of your jumps?</i> Make Connections: <i>How can you transfer your actions from the floor onto the apparatus?</i> Apply Solutions: <i>What is important about jumping from a height?</i>			



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Gymnastics

Theme: Jumping/Landing

Focus: Flight

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> <i>o Lead a healthy active life – participate in regular sporting activities;</i> <i>o Works hard during exercise;</i> Secure <i>* Effort:</i> <i>o Be physically active for sustained periods;</i> <i>o Develop good fitness levels;</i> <i>o Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> <i>o Engage in competitive sporting activities;</i> <i>o Practice hard to improve fitness;</i> <i>o Represent a school team;</i>	Introduction/Warm Up: <i>..travel ‘high’ whilst showing different pathways and directions;</i> <i>..show a sequence, that includes travelling in different ways levels:</i> <i>- hop;</i> <i>- skip;</i> <i>- jump.</i> <i>..stretch showing a variety of shapes – wide/thin/twisted;</i> EXPLORE/EXPERIENCE: <i>..jumps using hoops or non-slip markers as a focus for take-offs:</i> <i>- standing jumps;</i> <i>- with a run-up;</i> <i>..jump showing different shapes:</i> <i>- curled;</i> <i>- stretched;</i> <i>- turning/rotating;</i> <i>..link 3 different jumping actions to show a sequence that includes 3 different shapes;</i> DEVELOP: <i>..jump using hands i.e. place 2 hands onto a bench and jump over with a 2 footed take-off;</i> <i>..a sequence using apparatus to gain assisted flight showing different shapes;</i> <i>- symmetrical;</i> <i>- asymmetrical;</i> COOL DOWN/CONCLUSION: <i>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.</i>	Key Questions: Identify the Problem: <i>How does the take-off relate to the shape you make in the air and the landing position?</i> Entering: (Working Towards) <i>They are able to jump safely, with control, taking-off from and also gaining height whilst jumping using apparatus.</i> Secure: (Working At) <i>They are able to create a sequence that includes a jump, whilst using apparatus. They are able to show good quality shapes whilst in the air.</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows precision and control when jumping and landing whilst using apparatus.</i>
Differentiation/Resources		
* Hoops, non-slip markers, mats; * 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. * Pupils are able to choose whether to jump from the top or from the side of the apparatus;		



Planning for Attainment in Physical Education - Scheme of Work

Year: 4

Activity: Gymnastics

Theme: Rolling/Rotating

Focus: Partner/Matching/Mirroring

Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can show a roll linked by a rotation and can include different balances of contrasting shapes.</i> EXPLORE: <i>..a variety of ways of rolling/rotating showing different:</i> - shapes; - directions; EXPERIENCE: <i>..a series of balances that are linked by rolling and rotating;</i> <i>..balancing on different body parts;</i> <i>..working with a partner to show matching/mirroring sequences that involve balancing, rolling and rotating;</i> <i>..create sequences showing:</i> - contrasting shapes; - different directions; DEVELOP: <i>..with a partner a sequence that also shows contrasting:</i> - levels; - speeds; <i>using a variety of pathways;</i> <i>..from the floor onto apparatus;</i> CONSIDER: <i>..using a series of differentiated pathway cards;</i> <i>..different starting and finishing positions:</i> - back to back; - side to side; - one following the other; - moving towards each other;	KNOW: <i>..the safety issues regarding space when showing matching/mirroring actions with a partner;</i> APPLY: <i>..they can show a sequence with a partner that is either matching or mirroring their partner's rolling/rotating actions;</i> UNDERSTAND: <i>..the importance of timing when creating an extended rolling/rotating sequence with their partner;</i>
		Key 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/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 Group: 4 **Activity: Gymnastics** **Theme: Rolling/Rotating** **Focus: Partner/Matching/Mirroring** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</i>	Introduction/Warm Up: <i>..mirror the warm-up actions of partner;</i> <i>..follow/copy a partner;</i> EXPLORE/EXPERIENCE: <i>..roll and then hold/show a symmetrical/asymmetrical balance (a roll involves travelling from A to B – they can be a log roll or a forward/backward roll);</i> <i>..rotate and then hold a symmetrical/asymmetrical balance (a rotation is a spin/turn on the spot or around an axis such as bottom or tummy);</i> <i>..link a roll and a rotation to create a sequence;</i> <i>..share ideas and work with a partner:</i> <i>- follow;</i> <i>- match/mirror;</i> <i>..create a sequence linking 3 different rolls/rotations;</i> DEVELOP: <i>..travel towards the apparatus and show a balance;</i> <i>..a sequence on the apparatus showing ways of rolling/rotating:</i> <i>- on/along;</i> <i>- around;</i> <i>..then move away from/leave the apparatus:</i> <i>- with a roll;</i> <i>- with a jump;</i> <i>..work with their partner to show a sequence that uses apparatus and includes both rolls and rotations;</i> 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> Entering: (Working Towards) <i>They are able to modify and improve their performance when using different body parts to link rolls and rotations as part of a sequence.</i> Secure: (Working At) <i>They are able to use their understanding to create a sequence that shows a variety of rolls and rotations, whilst working with a partner, both on the floor and on apparatus.</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows precision and control when rolling/rotating both on the floor and on apparatus. The actions show different shapes, levels and directions.</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. * 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: 4

Activity: Gymnastics

Theme: Travelling

Focus: Body Parts

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can roll and rotate in different directions and travel at different levels.</i> EXPLORE: <i>..a variety of ways of travelling showing different:</i> - body shapes; - directions; - changes of level; EXPERIENCE: <i>..can use a variety of body parts when travelling:</i> - pulling/pushing; - rolling/rotating; - leaping/jumping; - wheeling. <i>..linking the actions when travelling high and low together into a sequence;</i> DEVELOP: <i>..a sequence showing changes of:</i> - level - travel high/low and then high again; - speed - start quickly and finish slow/still; - direction - travel forwards, backwards, sideways; - pathway - travel in straight, zig-zag, or triangular shapes/patterns, etc.; <i>..extend/link their actions from the floor onto apparatus;</i> CONSIDER: <i>..combinations of body parts;</i> <i>..safe use of apparatus when rolling near others;</i> <i>..clear starting and finishing positions;</i> <i>..leaving the apparatus to continue the sequence on the floor;</i>	Key Questions
		KNOW: <i>..how to change directions and link actions into a sequence;</i> APPLY: <i>..they can show a sequence whilst travelling on different body parts and apply those skills into a sequence whilst using apparatus;</i> UNDERSTAND: <i>..which body parts may be used to travel/propel their bodies and how their actions may be linked;</i> 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 movements?</i> Make Connections: <i>How can you transfer your 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: 4

Activity: Gymnastics

Theme: Travelling

Focus: Body Parts

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> ○ <i>Lead a healthy active life – participate in regular sporting activities;</i> ○ <i>Works hard during exercise;</i> Secure <i>* Effort:</i> ○ <i>Be physically active for sustained periods;</i> ○ <i>Develop good fitness levels;</i> ○ <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> ○ <i>Engage in competitive sporting activities;</i> ○ <i>Practice hard to improve fitness;</i> ○ <i>Represent a school team;</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. * Pupils are able to choose whether to go on top, under, along, over or against the side of the apparatus;	Introduction/Warm Up: <i>..travel 'high' whilst showing different pathways and directions;</i> <i>..show a sequence, that includes different pathways and directions whilst also including different levels:</i> - <i>High;</i> - <i>Medium;</i> - <i>Low.</i> EXPLORE/EXPERIENCE: <i>..a variety of ways of travelling showing different:</i> - <i>levels;</i> - <i>body shapes;</i> - <i>directions;</i> <i>..a variety of ways of travelling including:</i> - <i>pulling/pushing;</i> - <i>rolling/rotating;</i> - <i>leaping/jumping;</i> - <i>wheeling.</i> <i>..linking actions to show a sequence that includes moving from high to low;</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;</i> COOL DOWN/CONCLUSION: <i>Challenge – can they:</i> - <i>balance on one foot?</i> - <i>close their eyes and balance on one foot?</i> - <i>line up at the door if they lose their balance.</i>	Key Questions: Identify the Problem: <i>How can you link actions together to achieve fluency?</i> Entering: (Working Towards) <i>They are able to link basic travelling actions when working at different levels, but do not show good quality shapes or movements;</i> (Hyperlink to a Video Clip) Secure: (Working At) <i>They are able to create a sequence that shows a variety of travelling actions. They are able to show fluency in their movements whilst working at different levels and using a variety of body parts.</i> (Video Clip) Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows precision and control when travelling both on the floor and on apparatus. The actions show different shapes, levels and directions.</i> (Video Clip)



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 **Activity: Gymnastics** **Theme: Balance** **Focus: Counter Balance/Support** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can show balances with a partner that are symmetrical/asymmetrical and are also matching/mirroring</i> EXPLORE: <i>..a variety of balance on different body parts</i> <i>..a variety of balances linked together by rolling/rotating</i> <i>..balances that are matching/mirroring a partner</i> EXPERIENCE: <i>..balancing on different body parts showing shapes that:</i> <i>- are in contact with a partner</i> <i>- take some of their partners body weight</i> <i>- have their partners body weight supported</i> <i>- have their partners being supported in counter tension /balance</i> DEVELOP: <i>..a sequence that links symmetrical and asymmetrical balances with rolls/rotations that also show counter tension/balance</i> <i>..a sequence of movements linking different balance/shapes using apparatus - hold balances for 3-5 seconds;</i> <i>..extended sequences that involve apparatus;</i> CONSIDER: <i>..rolling towards a partner/apparatus showing a counter balance/support and then roll away again;</i> <i>..the safety of others particularly when supporting and making contact with their partner;</i> <i>..the quality and control of their actions when performing a sequence with others;</i>	KNOW: <i>..the safety aspects involved in the support and counter balance with a partner;</i> APPLY: <i>..they can work co-operatively with a partner to show a variety of balance with contrasting shapes;</i> UNDERSTAND: <i>..the difference between support and counter tension/balance;</i>
		Key Questions Identify the Problem: <i>What are the different ways in which you can balance with your partner?</i> React to the Problem: <i>How can you safely support your partner when performing a partner balance?</i> Practice appropriate skills: <i>How can you improve the quality of your balances?</i> Make Connections: <i>How can you transfer your partner balances and sequences from the floor onto the apparatus?</i> Apply Solutions: <i>Can you identify the effectiveness of your partner balances/sequences?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Gymnastics

Theme: Balance

Focus: Counter Balance/Support

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>..design an aerobic warm up with a partner, alternating with a partner to lead an activity, linked to a piece of music;</i> <i>..continue the warm up with your partner, showing a series of stretching activities;</i> EXPLORE/EXPERIENCE: <i>..a variety of balances showing different:</i> - levels; - body shapes; - body parts; <i>..a variety of ways of balances with a partner that:</i> - are matching/mirroring; - have one point of contact; - supports part of their partners body weight; - supports their partner. DEVELOP: <i>..their partner balances using one piece of apparatus - showing balances that are:</i> - along/on/off; - over/under; - at different levels; - matching/mirroring; - contact/support; COOL DOWN/CONCLUSION: <i>..arches and bridges – can they:</i> - create an arch making a wide shape? - show a bridge with a narrow shape? - link their arch and bridge into a sequence? <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 are the different ways in which you can balance with your partner?</i> Entering: (Working Towards) <i>They are able to demonstrate a variety of partner balances when working both on the floor and on apparatus;</i> Secure: (Working At) <i>They are able to create a sequence that shows a variety of partner balances that includes a variety of methods to support their partner both on the floor and on apparatus.</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows precision and control when performing partner balances both on the floor and on apparatus. The balances show different shapes, levels and methods of support.</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. * 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: 5

Activity: Gymnastics

Theme: Travelling

Focus: Transferring Weight

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can employ a variety of ways of travelling, using different body parts.</i> EXPLORE: <i>..a variety of levels, speeds, directions and pathways when travelling;</i> <i>..using a variety of body parts and making different shapes whilst travelling;</i> EXPERIENCE: <i>..travelling that includes transferring weight to different body parts particularly when rolling and rotating;</i> <i>..using linking actions such as:</i> <i>- travelling high:</i> <i>- jumping/landing;</i> <i>- running/leaping/hopping/stepping;</i> <i>- wheeling;</i> <i>- travelling low:</i> <i>- sliding/crawling/rolling;</i> DEVELOP: <i>..a sequence that includes transferring weight from different body parts, i.e.:</i> <i>- bottom to front;</i> <i>- shoulders to feet and hands;</i> <i>- back to knees, etc.</i> <i>..an extended sequence that involves transferring weight whilst using apparatus;</i> CONSIDER: <i>..the safety of others;</i> <i>..improving the quality and control of the sequence by:</i> <i>- adding balances;</i> <i>- through practice and repetition;</i> <i>- observation of others;</i> <i>..teaching a partner their sequence;</i>	KNOW: <i>..how to transfer weight from one body part to another through a roll/rotation;</i> APPLY: <i>..they can demonstrate a variety of gymnastic skills including supporting their body weight with their hands;</i> UNDERSTAND: <i>..the importance of continuity in their sequence as they transfer from one action into another;</i>
		Key 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>Which elements of a floor sequence, would you expect to see, when it 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: 5

Activity: Gymnastics

Theme: Travelling

Focus: Transferring Weight

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>Run, jump, land – consider:</i> - <i>take-offs/landings;</i> - <i>shapes;</i> - <i>turning;</i> EXPLORE/EXPERIENCE: <i>..show balances that are linked by transferring weight (rolling & rotating), consider:</i> - <i>body parts;</i> - <i>shapes;</i> <i>..focus on specific balances – then transfer weight from one balance into another:</i> - <i>shoulder stand into ...</i> - <i>press up position into ...</i> - <i>back support position into ...</i> <i>..develop with a partner:</i> - <i>meeting/parting;</i> - <i>mirroring/matching;</i> - <i>canon;</i> DEVELOP: <i>..develop a sequence using apparatus (either individually or with a partner):</i> - <i>on/off/along;</i> - <i>meet/part;</i> - <i>shapes;</i> - <i>body parts;</i> <i>..show a sequence of movements looking at which body parts are being used for both balance and travel;</i> COOL DOWN/CONCLUSION: <i>Challenge – Can they jump from a kneeling position onto feet!</i>	Key Questions: Identify the Problem: <i>What are the different ways in which you can transfer weight during a gymnastic sequence?</i> Entering: (Working Towards) <i>They are able to select and apply a variety of travelling actions into a sequence by transferring weight from one body part to another;</i> Secure: (Working At) <i>They are able to create a sequence that includes a variety of travelling actions that demonstrates both fluency and control whilst working both on the floor and on apparatus;</i> Exceeding: (Working Beyond) <i>They have an understanding of how to create a sequence that shows precision and control and includes effective methods of transferring weight, when travelling both on the floor and on apparatus.</i>
Differentiation/Resources		
* Large apparatus; * Colour coded/differentiated cards that show: - body shapes; - starting positions;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 **Activity: Gymnastics** **Theme: Jumping/Landing** **Focus: Partner/Matching/Mirroring** **Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can land safely from different heights and show different shapes when jumping.</i> EXPLORE: <i>..a variety of jumps with a partner showing:</i> - symmetrical/asymmetrical jumps; - one/two footed take-offs; - different directions i.e. forward/backward/sideways; EXPERIENCE: <i>..a variety of shapes when jumping:</i> - towards and away from each other; - side-by-side or opposite each other; - one behind the other - following their partner; - jumping in canon. DEVELOP: <i>..a sequence that involves a series of jumps from different levels and also includes:</i> - balancing and jumping/jumping and jumping; - jumping followed by a roll and/or a rotation; - travelling into and out of a jump. CONSIDER: <i>..the timing of the jumps;</i> <i>..safety when landing;</i> <i>..extending the sequence by travelling:</i> - towards, or away from the apparatus; - away from and then towards their partner; <i>..showing clear starting and finishing positions;</i>	KNOW: <i>..how to perform a two footed jump and how a jump can improve a sequence;</i> APPLY: <i>..they can show an extended sequence with an emphasis on jumping that either matches or mirrors their partner;</i> UNDERSTAND: <i>..that a jump forms a dynamic part of a sequence;</i>
		Key Questions Identify the Problem: <i>How can you perform a jump(s) with a partner?</i> React to the Problem: <i>What relationship with your partner can you have?</i> Practice appropriate skills: <i>How can you improve the quality of your jumps?</i> Make Connections: <i>How can you transfer your jumps from the floor onto the apparatus?</i> Apply Solutions: <i>What qualities will you look for to know that your performance has been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 **Activity: Gymnastics** **Theme: Jumping/Landing** **Focus: Partner/Matching/Mirroring** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>..warm up with a partner, taking it in turns to lead an aerobic exercise that includes a jump, e.g. tuck jumps, star jumps, squat jumps, burpees, etc.</i> <i>..continue to warm up with your partner but this time show a variety of stretching movements;</i> EXPLORE/EXPERIENCE: <i>..a variety of ways of jumping showing different:</i> - <i>body shapes whilst in the air;</i> - <i>take-offs;</i> - <i>directions;</i> <i>..a variety of ways of jumping with a partner including:</i> - <i>matching/mirroring;</i> - <i>canon;</i> <i>..linking actions to show a sequence that includes jumping from low apparatus e.g. bench or box, etc. Use mats where necessary.</i> DEVELOP: <i>..their sequence onto apparatus showing ways of jumping:</i> - <i>towards/away from;</i> - <i>along;</i> <i>..their sequence with their partner, especially matching/mirroring;</i> <i>..consider one person supporting the other (but not both jumping whilst in contact with one another);</i> COOL DOWN/CONCLUSION: <i>..can they (with their partner):</i> - <i>make a letter shape (on the floor)?</i> - <i>make a letter shape standing up?</i> - <i>combine with another pair and spell a 4 letter word;</i>	Key Questions: Identify the Problem: <i>How can you perform a jump(s) with a partner?</i> Entering: (Working Towards) <i>They are able to modify and improve their basic jumps to include different take-offs and landings. Their sequences can show different relationships/ formations and timings.</i> Secure: (Working At) <i>They are able to create a sequence that shows an understanding of a variety of jumps. They are able to show good quality movements with clear starting and finishing positions. Their landings are under control.</i> Exceeding: (Working Beyond) <i>They are able to create a fluent sequence that shows precision and control both on their own and with a partner. Their jumps demonstrate an understanding to how to use the apparatus and show different shapes, directions and take-offs.</i>
Differentiation/Resources		
* Warm up cards; * 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. * Mats for exits/pathways; * Pupils are able to choose whether to go on top, under, along, over or against the side of the apparatus; * Arrow cards showing pathways;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Gymnastics

Theme: Rolling/Rotating

Focus: Symmetry/Asymmetry

Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> a) <i>perform a variety of gymnastic skills such as travelling, balancing, rolling/rotating, jumping/landing;</i> b) <i>include variations in pathways and directions, levels, speed, shape, etc.</i> c) <i>create and perform fluent sequences on the floor and using apparatus;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to link skills into a sequence, consistently showing precision, control and fluency. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>..can roll and rotate in different pathways and directions showing different body shapes.</i> EXPLORE: <i>..a variety of rolls and rotations using different:</i> <i>-body parts;</i> <i>-shapes.</i> EXPERIENCE: <i>..a variety of shapes whilst rolling and rotating i.e. tucked stretched and twisted;</i> <i>..rolling in different directions - sideways, forward and backwards;</i> <i>..rolling/rotating showing symmetrical/asymmetrical shapes.</i> DEVELOP: <i>..a sequence that involves rolling and rotating and shows contrasting symmetrical and asymmetrical shapes;</i> <i>..by using different parts of the body ;</i> <i>..by using different pieces of apparatus;</i> <i>..by rotating about different axes.</i> CONSIDER: <i>..safety when rolling - i.e. being aware of others when rolling into a space;</i> <i>..extending the sequence by rolling towards or away from the apparatus;</i> <i>..showing clear starting and finishing positions;</i> <i>..showing a change of level during the sequence;</i> <i>..working with a partner;</i>	KNOW: <i>..the difference between symmetry and asymmetry and how different shapes can influence their movements;</i> APPLY: <i>..they can show an extended sequence of rolls and rotations that include symmetrical and asymmetrical shapes;</i> UNDERSTAND: <i>..how rotations showing different shapes can be effective linking activities;</i>
		Key Questions Identify the Problem: <i>What is the difference between a roll and a rotation?</i> React to the Problem: <i>How can rolling and rotating be used to create a sequence?</i> Practice appropriate skills: <i>What different shapes can you use in your sequence?</i> Make Connections: <i>How can you develop an extended sequence using rolling/rotating?</i> Apply Solutions: <i>How can you improve the quality of your sequence?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Gymnastics

Theme: Rolling/Rotating

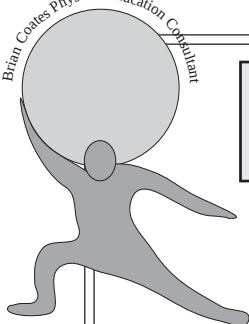
Focus: Symmetry/Asymmetry

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>With a partner, travel high around the hall – walking, skipping, hopping and jumping, etc. Play some music and change the leader every 10-15 seconds;</i> <i>Still with your partner travel low around the hall – sliding, rolling, crawling, etc. changing every 20-30 seconds.</i> EXPLORE/EXPERIENCE: <i>With one mat between 2 work with your partner and show 3 different rolls and 3 different rotations;</i> <i>Combine with your partner and develop a sequence that includes:</i> - Matching/mirroring; - Leading/following; - Canon; <i>Consider the:</i> - Pathways/directions; - Shapes/body parts; DEVELOP: <i>Use a mat and one piece of apparatus per pair and develop a sequence that includes rolling and rotating.</i> <i>Consider rolling/rotating:</i> - Towards/away from; - Along/around; - On/under. COOL DOWN/CONCLUSION: <i>Perform your sequence to another pair, showing clear starting and finishing positions and then change over.</i> <i>Each pair should discuss/evaluate how effective they thought their own and the performance of the other pair was and what they think could be done to improve the quality of the sequence.</i>	Key Question – Week 1 Identify the Problem: <i>What is the difference between a roll and a rotation?</i> Entering: (Working Towards) <i>Pupils can combine a variety of basic rolls and rotations to form a sequence.</i> Secure: (Working At) <i>They are able to include more advanced rolls and rotations to perform a fluent sequence using a variety of body shapes.</i> Exceeding: (Working Beyond) <i>They are able to perform an extended and complex sequence of rolls and rotations using a variety of body parts and body shapes.</i>
Differentiation/Resources		
<i>Music/CD player, etc.</i> <i>Mats, apparatus,</i> <i>Modify the tasks;</i> <i>increase/decrease the height/width/level of the apparatus;</i>		



Planning for Dance



Dance Focus for Progression - Key Stage Two

Rhythm	The Body	Space
Yr3	Yr3 Tension/Quality (Food/Farming)	Yr3 Contrasting Levels (The Romans)
Yr4 Body sounds (Barn Dances)	Yr4	Yr4 Leading with different body parts/ Direction (Weather)
Yr 5 Pathhwys/Flight (Machines)	Yr5 Continuity/Flow (The Sea)	Yr5 Pathways/Flight (Colour)
Yr6 Regular/Sustained (Communications)	Yr6 Posture/Poise (Ancient Egypt)	Yr6
Actions	Dynamics	Relationships
Yr3	Yr3 Beginnings/Middles/Ends (Festivals)	Yr3 Characters/Narrative (Forces)
Yr4 Gesture (The Greeks)	Yr4	Yr4 The Environment (Rivers)
Yr5	Yr5 Traditional/Historic (The Tudors)	Yr5
Yr6 Flow/Momentum (Keeping Healthy)	Yr6	Yr6 Different Formations (Victorians)

Work individually and with others, Practise/Repeat/Improve their Actions link together into a Motif, Development of Dance with Transition from one phrase to another, Control/Co-ordination, Awareness of Others, Contrasting Actions.

Spatial Awareness, Moods/Feelings, Response to a variety of stimuli including music, creative/aesthetic awareness, rhythmic responses, co-operation/communication.



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3 Activity: Dance Topic: Festivals Theme: Dynamics Focus: Beginning/Middle/Ends No. Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Different festivals of celebration appropriate to the event, time of year or season:</i> - processions/street carnivals; - wedding celebration; - religious festivals; - funeral procession; - celebration of a harvest, etc. EXPLORE: <i>..a variety of movements associated with celebrations:</i> - walking, turning, jumping, celebrating, parading, etc. - waving - hands, flags, materials, etc. - offerings of thanks (include a change of pace); - Maypole dancing or Morris dancing; EXPERIENCE: <i>..step patterns - travelling sideways, backwards, etc.</i> <i>..dancing in response to a musical stimulus - keep in rhythm dance with the beat/tempo;</i> <i>..a dance that has a clear starting point/shape, that has a change of speed/tempo/pattern during the middle phrase, concluding with a clear ending;</i> DEVELOP: <i>..a sequence with others - parading:</i> - slow, graceful, long strides; - jumping/turning; - clapping/stamping/stomping; - co-ordinated with a partner/group; <i>..include a change of level during the middle phase;</i> CONSIDER: <i>..colours, artefacts, masks, materials, flags, etc.;</i> <i>..drums, percussion instruments, etc. used as stimuli;</i>	KNOW: <i>..that clear starting and finishing shapes are important for the appearance of a dance;</i> APPLY: <i>..they can show a sequence that has a change of dynamics during the middle phrase of the dance;</i> UNDERSTAND: <i>..the importance of continuity and flow during a dance motif;</i>
		Key Questions
		Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> React to the Problem: <i>What actions and movements can be used to change the dynamics of the dance and create contrasting moods and feelings?</i> Practice appropriate skills: <i>What step patterns and formations will you use to change the dynamics of the dance?</i> Make Connections: <i>How can different stimuli be used to create a dance with contrasting dynamics?</i> Apply Solutions: <i>How can you use different relationships and formations to change a dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3 **Activity: Dance** **Topic: Festivals** **Theme: Dynamics** **Focus: Beginning/Middle/Ends**

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>Travel around the hall in a celebratory way – hopping, skipping, jumping, etc. such as waving to spectators. Travel in different directions (backwards/forwards/sideways).</i> EXPLORE/EXPERIENCE: <i>..show contrasting movements to the warm up – such as slow step patterns from a religious procession;</i> <i>..work with a partner and match their step pattern;</i> <i>..create a story line that has a beginning a middle and an end – such as:</i> - building a carnival float; - following a float on a procession; and then - having a party afterwards; DEVELOP: <i>..create a motif that has contrasting dynamics:</i> - slow/solemn movements – skipping and dancing; - kneeling and praying – waving and turning; etc. - slow gestures – throwing confetti; <i>..repeat each action/movement 3 times before changing;</i> <i>..show changes of:</i> - level; - body shapes; - pathways/directions; etc. <i>..create a procession by one pair meeting and joining with another (4s), before combining to make a group of 8;</i> <i>..possibly create a whole class procession, continuing to show contrasting dynamics;</i> COOL DOWN/CONCLUSION: <i>..sweep up after the procession – sweep the confetti that has been thrown, etc. – broom, dust pan and brush.</i>	Key Question – Week 1: Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They are able to select and apply skills appropriate for the performance of their dance.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to perform a dance that includes contrasting actions and movements.</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>* Ribbons, etc.</i> <i>* Colour coded group formation/procession cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3 **Activity: Dance** **Topic: Food/Farming** **Theme: The Body** **Focus: Tension/Quality** **No. Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Farming - crops/animals and food planting/sewing, gathering and packing.</i> EXPLORE: <i>..a variety of actions involved in farming:</i> - digging trenches, sewing seeds, raking over top soil; - scything, collecting crops; - bailing, sacking crops; - picking apples, pulling up vegetables; - herding sheep, controlling sheep dog, sheering; - milking cows. EXPERIENCE: <i>..a sequence linking different actions into a sequence showing contrasting:</i> - shapes; - directions/pathways; - levels; <i>..select three different actions linking them together with a travel;</i> DEVELOP: <i>..the tension/quality of actions with their:</i> - stretched shapes/tight muscles, - pointed fingers and toes; - head held high - eyes focused in front; <i>..the sequence by:</i> - linking with a partner; - showing contrasting speeds/weight/tension; CONSIDER: <i>..the rhythm to be used and the quality of the shapes to be used</i> <i>..building into a small group motif;</i> <i>..their starting and finishing shapes;</i>	KNOW: <i>..the enhanced effect on their performance of body tension and clear actions;</i> APPLY: <i>..they can show tension/quality in their actions and gestures;</i> UNDERSTAND: <i>..the importance of smooth transitions between each phrase in their sequence;</i>
		Key Questions Identify the Problem: <i>How can actions and gestures be used to represent the 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>What do you need to do in order to repeat the actions and movement patterns when performing your dance?</i> Make Connections: <i>How can different stimuli be used 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: 3 **Activity: Dance** **Topic: Food/Farming** **Theme: The Body** **Focus: Tension/Quality** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>Get dressed for farming/working on a farm such as wellington boots, scarf, overcoat, baggy trousers, braces, hat and gloves.</i> EXPLORE/EXPERIENCE: <i>.. a variety of actions associated with working on a farm such as:</i> - <i>picking apples;</i> - <i>digging;</i> - <i>scything;</i> - <i>sweeping; etc.</i> <i>..repeat each action 3 times;</i> <i>..link their 3 favourite actions together into an extended sequence then add a travel in-between actions;</i> DEVELOP: <i>.. a sequence that shows different:</i> - <i>pathways/directions;</i> - <i>levels;</i> <i>..add a jump/turn then 'freeze' the action;</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>linking with a partner;</i> - <i>showing contrasting speeds/weight/tension;</i> COOL DOWN/CONCLUSION: <i>..sweep in different directions:</i> - <i>forward/backwards/sideways;</i> - <i>towards you/away from;</i> <i>..take time out to hold a pose and rest on the broom;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They are able to select and apply skills appropriate for the performance of their dance.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how to perform a dance that includes contrasting actions and movements.</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>* Ribbons, etc.</i> <i>* Colour coded - pathway cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3 **Activity: Dance** **Topic: Forces** **Theme: Relationships** **Focus: Characters/Narrative** **No. Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Movements associated with forces related to friction, gravity, pulling and pushing, etc.</i> EXPLORE: <i>..a variety of actions involving:</i> <i>- objects of different weights;</i> <i>- pulling and pushing in different directions:</i> <i>- down, along, up, in, out, etc.;</i> <i>- objects of different sizes;</i> EXPERIENCE: <i>..linking different actions into a sequence showing changes of:</i> <i>- speed;</i> <i>- level;</i> <i>- direction/pathway;</i> <i>..select three different alignments:</i> <i>- side by side;</i> <i>- in front;</i> <i>- facing;</i> DEVELOP: <i>..the sequence by:</i> <i>- consider the pathway of the three actions;</i> <i>- showing contrasting speeds/weight/tension;</i> CONSIDER: <i>..the quality of the shapes to be used;</i> <i>..a smooth transition between each of their actions;</i> <i>..the effort involved in pushing/pulling;</i> <i>..their starting and finishing shapes;</i> <i>..linking to a story i.e. 'The Enormous Turnip' etc.</i>	KNOW: <i>..how to synchronise their actions to create an effective motif;</i> APPLY: <i>..they can represent a story line with different characters/narrative and show different alignments;</i> UNDERSTAND: <i>..the importance of gesture in their actions to represent their feelings;</i>
		Key Questions
		Identify the Problem: <i>How can you work with someone else when performing your dance?</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>Can you judge the effectiveness/success of your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3 **Activity: Dance** **Topic: Forces** **Theme: Relationships** **Focus: Characters/Narrative**

Week: 1

Learner Characteristics	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> - o <i>Helps others;</i> - o <i>Works well in a team & with others;</i> - o <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> - o <i>Helps set up/return equipment and resources;</i> - o <i>Can record scores and/or officiate;</i> - o <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> - o <i>Can contribute their ideas in a group;</i> - o <i>Takes on leadership roles;</i> - o <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>Work with a partner to design an exercise warm up includes music and combines aerobic, stretching and mobilising activities.</i> EXPLORE/EXPERIENCE: <i>..explore as an individual the actions of:</i> - <i>pulling;</i> - <i>pushing;</i> <i>..consider the different:</i> - <i>directions;</i> - <i>levels/speeds;</i> - <i>body parts;</i> <i>..create a sequence combining pushing and pulling actions;</i> <i>..combine a series of actions together into a sequence showing contrasting:</i> - <i>directions/levels/speeds;</i> DEVELOP: <i>..develop partner work that involves both:</i> - <i>matching;</i> - <i>mirroring;</i> <i>..link 3 different types of actions – think about where might they be found in real life?</i> <i>..develop a sequence with their partner that links 3 different actions and involves:</i> - <i>matching/mirroring;</i> - <i>contrasting actions;</i> - <i>contrasting directions, levels and speeds;</i> COOL DOWN/CONCLUSION: <i>..roll a snowball that is getting bigger and heavier and their actions get slower until they freeze;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> 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 perform a dance 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>* Ribbons, scarves, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3 **Activity: Dance** **Topic: The Romans** **Theme: Space** **Focus: Contrasting Levels** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Roman conquest of England. Building Hadrian's wall, roads, cities, their marching and military tactics.</i> EXPLORE: <i>..a variety of actions involved in building roads and walls:</i> - lifting, digging, pushing, pulling; - measuring, surveying, directing; - marching; - washing, bathing, rubbing down with oils, etc. EXPERIENCE: <i>..linking a variety of different actions together;</i> <i>..creating a sequence, using three different actions they have selected, that can be repeated and linked together with a travel i.e. marching;</i> <i>..contrasting levels and directions throughout the dance;</i> DEVELOP: <i>..their sequences by:</i> - repeating a phrase; - making some actions bigger others smaller; - by adding a leap/jump and a turn; - linking together with a partner; - advancing/retreating from partner; - introducing a point of contact; CONSIDER: <i>..how the creative and aesthetic qualities can be improved by:</i> - adding materials/stimuli; - altering the rhythm and tempo of the music; - emphasising the quality of the shapes to be used; - developing a small group motif; - enhancing their starting and finishing shapes.	KNOW: <i>..how exaggeration of their actions can enhance the appearance of their sequence;</i> APPLY: <i>..they can show contrasting levels within their sequence;</i> UNDERSTAND: <i>..why contrasting levels and changes of directions will improve their sequence;</i>
		Key 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: 3 **Activity: Dance** **Topic: The Romans** **Theme: Space** **Focus: Contrasting Levels**

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>March in straight lines with 90⁰ turns – find a pathway that they can repeat. Repeat their sequence and agree to meet in a pre-designated location before marching with a partner. Consider meeting with another pair and marching as a group of 4.</i> EXPLORE/EXPERIENCE: <i>..work with your partner and show 3 different actions that are involved in the building a wall (Hadrian's wall) or a road, such as:</i> - surveying; - measuring; - lifting – pushing/pulling; DEVELOP: <i>..their sequence by adding a travel i.e. move with their sequence developing different:</i> - pathways/directions; <i>..combine with another pair and teach them your different sequences;</i> <i>..create a group dance using 6 of your favourite moves;</i> <i>..consider the:</i> - formations and dynamics of their dance; - different ways of relating to the other members of your group – showing fluency and control; COOL DOWN/CONCLUSION: <i>..perform your dance to another group of 4 and then change over. They should:</i> - evaluate the effectiveness of their own performance; - then consider the comments of the other group; - then think about what could be done to improve the quality of each performance;	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> 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>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4 **Activity: Dance** **Topic: Barn Dance** **Theme: Rhythm** **Focus: Body Sound** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCES: <i>Dance formations with travel in different pathways and directions.</i> EXPLORE: <i>..small group dance formations based on line, circle and square formations;</i> <i>..how to:</i> - turn/rotate with a partner; - alternate in pairs; - follow others. EXPERIENCE: <i>..dance formations that include:</i> - a set rhythm; - different clapping/stamping rhythms; - changes of speed; - pathway/direction i.e. circling, advancing/retreating; DEVELOP: <i>..different step patterns:</i> - walk/skip/gallop; - down beat step; <i>..quality of foot actions - pointed toes;</i> <i>..a dance they have created in small groups by linking with another to make a larger group;</i> CONSIDER: <i>..prescribing set pathways/formations to be followed;</i> <i>..different number counts i.e. 4's 8's etc.;</i> <i>..changing partners;</i> <i>..set patterns i.e. promenade, do-see-do;</i> <i>..changes of level i.e. over/under, high/low;</i>	KNOW: <i>..how to count to be able to keep to a set rhythm;</i> APPLY: <i>..they can create a dance that follows a set rhythm and makes use of different formations;</i> UNDERSTAND: <i>..the need to count and keep a constant rhythm when clapping;</i>
		Key Questions
		Identify the Problem: <i>What is the best rhythm for a Barn/Country Dance?</i> React to the Problem: <i>How do you choose an appropriate rhythm for your dance?</i> Practice appropriate skills: <i>How would you change the step patterns and formations to improve the appearance of your dance?</i> Make Connections: <i>What will influence your choice of formations and step patterns?</i> Apply Solutions: <i>How will you decide if you need to change the step patterns and formations in your dance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4 **Activity: Dance** **Topic: Barn Dance** **Theme: Rhythm** **Focus: Body Sound** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	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 3 different:</i> <i>- step patterns when approaching your partner;</i> <i>- ways of turning with your partner;</i> <i>- body parts to hold when turning your partner;</i> <i>- levels when turning with your partner;</i> <i>- grips when turning with your partner;</i> 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> <i>- Pathways/directions;</i> <i>- Formations;</i> <i>- Step patterns;</i> <i>- Different ways of turning with your partner.</i> 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 thought their own and the performance of the other group was and what they think could be done to improve the quality of each performance.</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>Pupils use their understanding to modify and improve their dance performance.</i> Secure: (Working At) <i>They are able to perform a dance showing appropriate contrasting actions and movements, linked with fluency and control.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate how different rhythms can influence their dance and how their dance may be modified and refined to improve their performance.</i>
Differentiation/Resources		
<i>* CD Player/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: 4 **Activity: Dance** **Topic: Rivers** **Theme: Relationships** **Focus: The Environment** **No Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCES: <i>Actions and movements related to rivers, their changing states, their effects and the leisure pursuits provided by them.</i> EXPLORE: <i>..actions associated with the different states of the river starting from its:</i> - Source - trickling, splashing, tumbling, swirling, leaping, small/light darting actions using small body parts; - Young - swirling, turning, gushing, faster actions showing meeting and parting; - Middle - rushing, pushing, pulling, rolling, flowing meandering, eroding showing stronger actions carrying driftwood, rolling pebbles, etc.; - Mature - splashing, lapping, flowing, slow/strong actions. EXPERIENCE: <i>..a variety of different linking/flowing actions showing the various river states;</i> <i>..working with others to show:</i> - eddies, waterfalls; - rock formations, valleys; - deposits of silt; DEVELOP: <i>..their ideas showing a variety of leisure pursuits experienced on a river, i.e. boating, fishing, swimming, paddling, etc.</i> <i>..create a sequence that shows contrasting shape, speed, pathways, etc. whilst showing different formations whilst working in a group, i.e. line, arrow, square, double line, etc.</i> CONSIDER: <i>..the use of different materials, i.e. ribbons, scarves, etc. to stimulate flowing, swirling, dynamic actions;</i> <i>..the tempo of the music to represent the various states of the river;</i>	KNOW: <i>..how the different formations can represent the different states of the river;</i> APPLY: <i>..they can work with others showing different formations according to the nature of the dance;</i> UNDERSTAND: <i>..the need to use different formations in their dances;</i>
		Key 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: 4 **Activity: Dance** **Topic: Rivers**

Theme: Relationships

Focus: The Environment

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>Think about the water cycle. Imagine running in and out of different spaces – taking cover from the rain. Jump over puddles, etc.</i> EXPLORE/EXPERIENCE: <i>..choose one of the phases of the river i.e. 'source' and then explore the movements and actions associated with this phase, such as:</i> - trickle, splashing; - tumbling, swirling; - leaping, darting; <i>..develop a sequence by interpreting a variety of different actions, linking each action with a travel;</i> <i>..use different:</i> - body parts; - levels; - dynamics; DEVELOP: <i>..their actions/sequence with a partner considering how they:</i> - Interact/respond/relate to their partner; - respond to rocks, logs, etc. <i>..perform with a partner - twisting, turning, swirling, spinning actions;</i> <i>..link these actions showing different:</i> - pathways/directions; - different ways of making contacting with your partner; COOL DOWN/CONCLUSION: <i>..consider what would happen in a drought – gradually slow their movements down, as the water source dries up, until they come to a standstill.</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> 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>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4 **Activity: Dance**

Topic: The Greeks

Theme: Actions

Focus: Gesture

No. of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCES: <i>Actions and movements related to The Greeks:</i> - The Olympic Games - Athletics - 'Zorbas' Dance - Step patterns/posture - The Greek Gods/Mythology EXPLORE: <i>..movements showing posture, tension and quality related to Greek history and culture:</i> - Olympic Games - throwing actions - shot, discus, javelin; - Greek Cultural Dance – linked arms – step patterns, etc EXPERIENCE: <i>..actions/movements showing contrasting shapes:</i> - twisted/curled; - wide/thin; <i>..together with travelling in different:</i> - pathways/directions; - turning; - step patterns; - changes of level; DEVELOP: <i>..their ideas showing a sequence that shows continuity and flow with contrasting shapes and changing:</i> - directions/levels/pathways; <i>..a sequence they have created initially with a partner through matching/mirroring and then into small groups;</i> CONSIDER: <i>..how they can link their actions smoothly through turning;</i> <i>..how they can add aesthetic qualities to their actions;</i> <i>..the tempo of the music;</i>	KNOW: <i>..how the body actions (shown with tension and quality) relate to the culture of Greece;</i> APPLY: <i>..they can include gesture with contrasting shapes, good posture, tension and quality;</i> UNDERSTAND: <i>..that by improving the posture, tension and quality of their gestures their dance can be improved;</i>
		Key Questions
		Identify the Problem: <i>How can actions and gestures be used to represent the 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>What do you need to do in order to repeat the actions and movement patterns when performing your dance?</i> Make Connections: <i>How can different stimuli be used 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: 4 **Activity: Dance**

Topic: The Greeks

Theme: Actions

Focus: Gesture

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>Consider the Olympic Games and the actions the athletes are involved in during a warm-up such as stretching, etc.</i> EXPLORE/EXPERIENCE: <i>..a variety of actions associated with athletic events such as:</i> - throwing – shot, discus, javelin; - jumping – triple jump, pole vault, long jump, high jump; - running – relay racing, sprint start, hurdling, etc. <i>..combine three of their favourite actions to create a sequence, linking the actions with continuity and flow, such as:</i> - turning/spinning; - sliding/shifting; - jumping/leaping; DEVELOP: <i>..a motif (a sequence or phrase of movements that can be repeated – like the chorus of a song) that can be repeated 3 times. Find a series of contrasting actions that can be used to link the motif (the different verses of a song) such as:</i> - step patterns; - other sporting actions; <i>..vary the pathways (and directions) used within the performance:</i> - square; - circular; - triangular; <i>..consider activities and sports from the modern Olympic Games and add them to their dance movements;</i> COOL DOWN/CONCLUSION: <i>..show actions associated with taking a bath/shower after cooling down actions;</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>Pupils use their understanding to modify and improve their dance performance.</i> Secure: (Working At) <i>They are able to perform a dance showing appropriate contrasting actions and movements, linked with fluency and control.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate how different rhythms can influence their dance and how their dance may be modified and refined to improve their performance.</i>
Differentiation/Resources		
<i>* CD Player/Music – ‘Chariots of Fire’;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4 Activity: Dance Topic: The Weather Theme: Space Focus: Leading with different body parts No: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCES: <i>Different extreme weather conditions found during the four seasons, on land and at sea, in different climatic regions.</i> EXPLORE: <i>..various action words, such as whirling, swirling, spiralling;</i> <i>..a variety of movements associated with the words and show changes of shape, direction, level, pathways, etc.</i> <i>..the effects of the weather upon different objects:</i> - umbrella/hats; - sailing ships/kites. <i>and the effects upon nature:</i> - leaves/branches/flowers being blown; - clouds - floating/drifted/rolling; - rain drops - pitter/patter/trickling/dripping; EXPERIENCE: <i>..leading each action with a different body part;</i> <i>..a sequence of actions that are linked together with continuity and flow;</i> <i>..working with a partner to show effective use of shared space;</i> DEVELOP: <i>..by linking the action words into poem;</i> <i>..by each individual taking/adopting an action word and developing a series of movements linked to it;</i> <i>..their individual action words with a partner to show contrasting shapes/movements;</i> <i>..with another pair showing contrasting actions/levels;</i> CONSIDER: <i>..using different action word, weather cards, seasons;</i> <i>..combining two extreme weather situations;</i>	KNOW: <i>..how to link actions together with continuity and flow;</i> APPLY: <i>..they can show a variety of actions each being led with a different body part;</i> UNDERSTAND: <i>..the importance of contrasting actions to improve the quality of the sequence;</i>
		Key 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: 4 Activity: Dance Topic: The Weather Theme: Space Focus: Leading with different body parts Wk: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>Travel around the hall and interpret weather conditions such as hurricanes, thunder storm, typhoon, etc.</i> EXPLORE/EXPERIENCE: <i>Create a set of action word cards and then ask the pupils to explore and interpret the words associated with stormy weather. Words such as:</i> - curling; - whirling; - swirling; - darting; - flashing; - leaps; - twirling; - floating; - spiralling; - pitter/patter; <i>Use a variety of stimuli to develop and encourage large and expressive movements such as:</i> - ribbons; - music/percussion instruments; - poetry; DEVELOP: <i>..link 3 actions/movements together using words linked to working actions (including types of employment and tasks);</i> <i>..an extended sequence linking 6 contrasting actions relating to different words;</i> COOL DOWN/CONCLUSION: <i>..'The Storm' – get all the class to stand in a circle and pass actions in sequence around the circle i.e. one person starts by rubbing their hands together. Start with quiet actions or noises using different body parts e.g. rubbing their hands together, clicking fingers, clapping hands, stamping feet, etc. Gradually increase the noise and then repeat all the actions in reverse until the class is silent/still.</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> 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 perform a dance 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>* Percussion instruments;</i> <i>* Poetry;</i> <i>* Differentiated word cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 Activity: Dance Topic: Colour Theme: Space Focus: Pathways/Flight No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Use of colour in paintings, mixing colours, moods events and actions suggested by colours</i> EXPLORE: <i>..a variety of actions associated with different colours:</i> - red - fire/fireworks, hot fiery temperament - blue - sky, cold - yellow - sun/beach - white - ice, snow, weddings - brown - wood, earth EXPERIENCE: <i>..different movements associated with a colour of their choice:</i> - red - building a bonfire, lighting fireworks, the actions of fireworks e.g. spinning, leaping, darting, etc. making a 'guy'; - yellow - making sand castles, sunbathing, etc.; - blue - slow, cold, sombre mood etc. <i>..movements linked together into a sequence creating a series of actions/shapes;</i> DEVELOP: <i>..a sequence with a partner - teaching each other their actions and combining their movements together;</i> <i>..mix colour/actions as in a mixing palette - combining/merging actions into one - creating a new colour;</i> <i>..their sequences to include a jump/leap;</i> CONSIDER: <i>..merging with a larger group;</i> <i>..mixing an action with a mood - what is the result?</i> <i>..starting as individual colours - travelling towards, meeting and mixing with others and see how the movements change as the colours merge.</i>	KNOW: <i>..how contrasting actions can be linked into a sequence;</i> APPLY: <i>..they can share actions/movements with others that includes jumping/leaping;</i> UNDERSTAND: <i>..that by combining their actions they can use elements of their original actions and create/show new movements;</i>
		Key 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: 5 **Activity: Dance**

Topic: Colour

Theme: Space

Focus: Pathways/Flight

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> - o <i>Is a positive influence on others;</i> - o <i>Brings their kit;</i> - o <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> - o <i>Listens to instructions;</i> - o <i>Has good manners;</i> - o <i>Works well with others;</i> - o <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> - o <i>Plays fairly and according to the rules;</i> - o <i>Copes well with success and failure;</i> - o <i>Sets an example to others;</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Use of colour in paintings, mixing colours, moods events and actions suggested by colours</i> EXPLORE: <i>..a variety of actions associated with different colours:</i> - red - fire/fireworks, hot fiery temperament; - blue - sky, cold; - yellow - sun/beach; - white - ice, snow, weddings; - brown - wood, earth; EXPERIENCE: <i>..different movements associated with a colour of their choice:</i> - red - building a bonfire, lighting fireworks, the actions of fireworks e.g. spinning, leaping, darting, etc. making a 'guy'; - yellow - making sand castles, sunbathing, etc.; - blue - slow, cold, sombre mood etc. <i>..movements linked together into a sequence creating a series of actions/shapes.</i> DEVELOP: <i>..a sequence with a partner - teaching each other their actions and combining their movements together;</i> <i>..mix colour/actions as in a mixing palette - combining/merging actions into one - creating a new colour;</i> <i>..their sequences to include a jump/leap;</i> CONSIDER: <i>..merging with a larger group;</i> <i>..mixing an action with a mood - what is the result?</i> <i>..starting as individual colours - travelling towards, meeting and mixing with others and see how the movements change as the colours merge.</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They can include a variety of actions, showing effective use of space, when performing their dance.</i> Secure: (Working At) <i>They are able to perform a dance showing good use of space and appropriate contrasting actions and movements, linked with good fluency and control.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate fluency, precision and control in their dance performance. They have good spatial awareness and are aware of the dynamics of their dance responding well to different stimuli.</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 Attainment in Physical Education - Scheme of Work

Year Group: 5 Activity: Dance Topic: Machines Theme: Rhythm Focus: Pathways/Flight No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Machine parts, mechanisms, actions, and the place of the machine in society today. Different types of machines:</i> - mechanical, robotic, steam driven, clockwork, etc. EXPLORE: <i>..how machines work. Look at actions that are:</i> - up/down; - in/out; - round; - forwards/back. EXPERIENCE: <i>..moving different body parts that represent certain actions:</i> - arms, legs; - changes of level; - turning. DEVELOP: <i>..matching/mirroring with a partner;</i> <i>..creating a group motif - combining with others to show action and reaction situations;</i> <i>..contact with another machine part - consider how the machine works - show contrasting:</i> - levels/speeds; - shapes/directions/actions; <i>..keeping a rhythm with the music/percussion instruments;</i> <i>..increasing speed before it breaks, etc.</i> CONSIDER: <i>..the machine getting faster/slower;</i> <i>..the machine breaking and parts flying off;</i> <i>..the machine travelling;</i>	KNOW: <i>..how their own action can initiate the action of another person and the need to keep in rhythm to ensure success;</i> APPLY: <i>..they can link individual actions to those created by others in their group;</i> UNDERSTAND: <i>..that their actions can be used to represent those of a machine;</i>
		Key Questions
		Identify the Problem: <i>What would be an appropriate rhythm for a dance that related to a 'machine'?</i> React to the Problem: <i>How do you choose an appropriate rhythm for your 'machine' dance?</i> Practice appropriate skills: <i>How would you change the step patterns and formations to improve the appearance of your dance?</i> Make Connections: <i>What will influence your choice of formations and step patterns?</i> Apply Solutions: <i>How will you decide if you need to change the step patterns and formations in your dance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Dance

Topic: Machines

Theme: Rhythm

Focus: Pathways/Flight

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>Move individual body parts in a mechanical manner. Travel around the hall linking movements together, movements that use different body parts.</i> EXPLORE/EXPERIENCE: <i>..explore how different machines work:</i> <i>- up/down;</i> <i>- forward/backwards;</i> <i>- in/out;</i> <i>- turning/rotating;</i> <i>..create a motif that involves different:</i> <i>- travelling actions;</i> <i>- body parts;</i> <i>..consider different action words:</i> <i>- winding;</i> <i>- jerking;</i> <i>- clicking;</i> <i>- thumping;</i> <i>- throbbing;</i> <i>- rumbling;</i> DEVELOP: <i>..link with a partner to create a sequence that shows changes of:</i> <i>- level;</i> <i>- speed;</i> <i>..then develop their sequence by linking their favourite actions with a travelling action;</i> <i>..link with other pupils to make a machine and show how one action can affect another;</i> COOL DOWN/CONCLUSION: <i>..the machine breaks down or rusts and gradually slow down before finally coming to a halt;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> 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 perform a dance 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>* Percussion instruments;</i> <i>* Poetry;</i> <i>* Toys, machines;</i> <i>* Differentiated word cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 Activity: Dance

Topic: The Sea

Theme: The Body

Focus: Continuity/Flow

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Consider the actions and movements of the sea and its effect upon the coastline and the movement of anything on the sea.</i> EXPLORE: <i>..a variety of actions associated with waves:</i> - rolling/crashing; - lapping/surging; <i>showing:</i> - advancing/retreating; - rising/falling; <i>concentrating on changes of level and moving forwards and back;</i> EXPERIENCE: <i>..the erosive effects of waves upon the shore/coastline:</i> - waves crashing onto the rocks; - rocks/pebbles being rolled; <i>..the shapes of waves and the different ways of moving into them i.e. jumping, turning, leaping, etc. together with:</i> - sailing actions; - shipwrecks; - driftwood - beach combing/flotsam and jetsam; DEVELOP: <i>..group work to show combined actions relating to:</i> - the rolling of waves onto the shore; - whirlpools/eddies; <i>through linking hands and showing circle and line formations;</i> CONSIDER: <i>..lifting, swinging, turning a partner;</i> <i>..physical contact when meeting - advancing/retreating with the effects of the sea on the coast line;</i>	KNOW: <i>..how to represent the effects and actions of the sea using their bodies;</i> APPLY: <i>..they can show contrasting actions in group sequences depicting words such as rising, falling, advancing and retreating.</i> UNDERSTAND: <i>..that they can work in different formations within their groups;</i>
		Key Questions Identify the Problem: <i>How can actions and gestures be used to represent the 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>What do you need to do in order to repeat the actions and movement patterns when performing your dance?</i> Make Connections: <i>How can different stimuli be used 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: 5 **Activity: Dance**

Topic: The Sea

Theme: The Body

Focus: Continuity/Flow

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> ○ Asks questions; ○ Volunteers answers; ○ Seeks help/advice; Secure <i>* Determined:</i> ○ Wants to improve; ○ Continues to try even after failure; ○ Responds well to a challenge; ○ Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> ○ Can think creatively to find solutions; ○ Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>Travel around the hall showing three different actions that represent the movements of the sea, such as:</i> - rising/falling; - swirling; - rolling; EXPLORE/EXPERIENCE: <i>..as an individual explore a variety of actions associated with ships, sailing and life at sea, such as:</i> - hoisting the sails; - scrubbing the decks; - weighing anchor; - steering the boat; - loading the boat with supplies – rolling barrels, carry crates, etc.; <i>..choose three actions together to form a sequence;</i> <i>..develop the sequence by including a travel in-between the chosen three actions;</i> DEVELOP: <i>..with a partner develop a sequence that uses two of each person's movements and includes changes of:</i> - level; - speed; - pathway/direction; <i>..add some more actions that involve partner work:</i> - matching/mirroring; - cooperative work such as lifting/carrying; COOL DOWN/CONCLUSION: <i>..show a sequence that uses different swimming actions;</i> <i>..slow the swimming actions down and finish by floating;</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They can demonstrate a variety of actions linked with continuity and flow when performing their dance.</i> Secure: (Working At) <i>They are able to perform a dance showing good use of space and appropriate contrasting actions and movements, linked with good continuity and flow.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate continuity, fluency, precision and control in their dance performance. They have good spatial awareness and are aware of the dynamics of their dance responding well to different stimuli.</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 Attainment in Physical Education - Scheme of Work

Year Group: 5 **Activity: Dance** **Topic: The Tudors** **Theme: Dynamics** **Focus: Traditional/Historical** **Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>The Tudor period - traditional dances such as the Pavane, etc.</i> EXPLORE: <i>..a variety of:</i> <i>- step patterns;</i> <i>- formations/alignments;</i> <i>- directions and pathways;</i> EXPERIENCE: <i>..a variety of formations:</i> <i>- line/circle;</i> <i>- chain/archways;</i> <i>- alternating/switching partners.</i> <i>..working in small groups to practice step patterns;</i> DEVELOP: <i>..poise, elegance and gesture through the dances;</i> <i>..a sequence linking a variety of step patterns:</i> <i>- forwards/backwards/sideways;</i> <i>- turning with their partner;</i> <i>- turning their partner;</i> <i>..the sequence to include a change of level;</i> <i>..their own dances using the step patterns and formations they have created;</i> CONSIDER: <i>..the rhythm and the dynamics of the music/stimuli;</i> <i>..the actions of the feet;</i> <i>..the grasp and the hold with their partner;</i> <i>..the relationship to country dancing/modern dances;</i> <i>..extending the sequence/dance by repeating a certain phrase;</i>	KNOW: <i>..how poise and gesture are so importance to the nature and tradition of the dances;</i> APPLY: <i>..they can show a variety of pathways, directions and step patterns in their dances;</i> UNDERSTAND: <i>..the importance of the dynamics of their movements and their relationship to the music;</i>
		Key Questions
		Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> React to the Problem: <i>What actions and movements can be used to change the dynamics of the dance and create contrasting moods and feelings?</i> Practice appropriate skills: <i>What step patterns and formations will you use to change the dynamics of the dance?</i> Make Connections: <i>How can different stimuli be used to create a dance with contrasting dynamics?</i> Apply Solutions: <i>How can you use different relationships and formations to change a dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5 **Activity: Dance** **Topic: The Tudors** **Theme: Dynamics** **Focus: Traditional/Historical** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> ○ Asks questions; ○ Volunteers answers; ○ Seeks help/advice; Secure <i>* Determined:</i> ○ Wants to improve; ○ Continues to try even after failure; ○ Responds well to a challenge; ○ Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> ○ Can think creatively to find solutions; ○ Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>Work with a partner to show 3 different way of turning. Travel with their partner and find 3 different locations in which they can turn with their partner. Show different ways of travelling each time i.e. walk, skip, step, etc.</i> EXPLORE/EXPERIENCE: <i>..work with your partner and show 3 different:</i> - body parts to hold when turning with your partner; - levels when turning with your partner; - grips/holds when turning with your partner; DEVELOP: <i>..combine with another pair and teach them your sequence;</i> <i>..create a new dance using your favourite 6 moves;</i> <i>..change the dynamics of the dance by changing from a slow, regal, stately type of music to a more dynamic modern beat and compare the responses from the pupils and see how the dance changes;</i> <i>..consider the:</i> - pathways/directions; - formations; - step patterns; COOL DOWN/CONCLUSION: <i>..perform your dance to another group and then change over;</i> <i>..each group should evaluate the effectiveness of their own performance and the performance of the other group;</i> <i>..they should praise the good qualities as well as identify an area in which the dance may be improved – ‘2 Stars and a Wish’;</i> <i>..repeat the dance and try to apply the changes to improve the performance;</i>	Key Question – Week 1: Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> 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 – Historical pictures, video, etc.</i> <i>* Percussion instruments;</i> <i>* Differentiated:</i> - formation cards; - pathway cards;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 **Activity: Dance** **Topic: Communications** **Theme: Rhythm** **Focus: Regular/Sustained** **Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Communications - using semaphore, sign language, Morse-code, flags, smoke signals, radio/TV/telephone etc.</i> EXPLORE: <i>..a variety of different actions associated with sending messages:</i> - Morse-code (step patterns); - semaphore - two flags (arms); - smoke signals (whole body); EXPERIENCE: <i>..a sequence linking different actions into a sequence showing contrasting:</i> - pathways/formations; - shapes/levels; - stillness/balance; <i>..select three different phrases/actions- link them together with a 'travel';</i> DEVELOP: <i>..the sequence by:</i> - step patterns shown by dots/dashes - walking then turning at right angles during each pause; - matching/mirroring with a partner (semaphore); - showing contrasting levels/shapes (smoke signals); - linking together with a partner; CONSIDER: <i>..can they create/send a message;</i> <i>..can they link them together with continuity and flow;</i> <i>..can they show contrasting shapes and quality of movement;</i> <i>..images created by TV - camera operators/presenters/sound recorders, etc.</i> <i>..a telephone conversation - the actions and gestures made during a conversation;</i>	KNOW: <i>..how different actions can represent different words, images and messages;</i> APPLY: <i>..they can show stillness/balance in their phrase of movement/actions;</i> UNDERSTAND: <i>..the importance of clear actions to send their messages;</i>
		Key Questions Identify the Problem: <i>What is an appropriate rhythm for their dance?</i> React to the Problem: <i>Who will choose the rhythm for your dance?</i> Practice appropriate skills: <i>How would you change the step patterns and formations to improve the appearance of your dance?</i> Make Connections: <i>What will influence your choice of formations and step patterns?</i> Apply Solutions: <i>How will you decide if you need to change the step patterns and formations in your dance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 **Activity: Dance** **Topic: Communications** **Theme: Rhythm** **Focus: Regular/Sustained** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>Morse Code - Imagine a paved terrace of shopping centre, etc. Walk along the cracks between the paving slabs. Step and turn at 90 degrees and create a pathway. Use a short step for a dot and a large step to represent a dash. Play the theme tune for 'Inspector Morse – Barrington Pheloung'</i> EXPLORE/EXPERIENCE: <i>..create a sequence of movements using semaphore signals, create an imaginary message - the arm actions should be clear and precise;</i> <i>..add a turn (perhaps as a traffic policeman might turn);</i> <i>..step and turn together to create a step pattern whilst continuing the arm actions;</i> DEVELOP: <i>..match and mirror their actions with a partner;</i> <i>..add the step patterns from the warm up to increase the length and movements included within the sequence;</i> <i>..demonstrate/perform their dance to another pair;</i> <i>..evaluate the performance of the other pair;</i> <i>..practice and improve their performance taking into consideration the comments and opinions of the other pair;</i> <i>..add ribbons or similar materials to emphasise the movements;</i> <i>..add changes of:</i> - <i>level;</i> - <i>shape;</i> COOL DOWN/CONCLUSION: <i>..wander around aimlessly sending a text message to a friend,</i> - <i>wave to friends as they see them;</i> - <i>shake hands as they meet them;</i> - <i>sit down and relax watching the TV;</i>	Key Question – Week 1: Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They can include a variety of actions, showing effective use of rhythm, when performing their dance.</i> Secure: (Working At) <i>They are able to perform a dance showing good use of rhythm and appropriate contrasting actions and movements, linked with good fluency and control.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate fluency, precision and control in their dance performance. They have good rhythmical appreciation and are aware of the dynamics of their dance, responding well to different stimuli.</i>
Differentiation/Resources <i>* CD Player/Music - 'Theme from Inspector Morse – Barrington Pheloung'</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – pictures, video, etc.</i> <i>* Percussion instruments;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 **Activity: Dance** **Topic: Ancient Egypt** **Theme: The Body** **Focus: Posture/Poise** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Actions associated with Cleopatra, the pyramids, slaves, soldiers, farming, building, measuring, etc.</i> EXPLORE: <i>..actions involved in building the pyramids such as pushing, pulling, rolling, hoisting, etc;</i> <i>..step patterns and arm actions associated with measuring using digit, span, cubit, reach and stride;</i> <i>..posture/poses shown in hieroglyphics;</i> EXPERIENCE: <i>..sequences with a partner when working as slaves moving blocks:</i> <i>- pushing, pulling,</i> <i>- lifting, rolling, etc.</i> <i>..measuring using hand, arm and step patterns linked together to create a sequence.</i> DEVELOP: <i>..as groups to create a tableau showing contrasting:</i> <i>- levels;</i> <i>- speeds;</i> <i>- shapes.</i> CONSIDER: <i>..how different phrases of the motif may be linked showing contrasting actions;</i> <i>..travelling through the sand and heat of the desert to reach a hidden city;</i> <i>..moods and feelings when exploring tombs and secret passages;</i> <i>..different stimuli i.e. pictures/hieroglyphics, music, etc.</i>	KNOW: <i>..how hieroglyphics can be represented by their body actions;</i> APPLY: <i>..they can show step patterns and body shapes with an emphasis on posture and poise;</i> UNDERSTAND: <i>..the importance of poise and control when holding their shapes during their sequences;</i>
		Key Questions Identify the Problem: <i>How can actions and gestures(posture/poise) be used to represent the 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>What do you need to do in order to repeat the actions and movement patterns when performing your dance?</i> Make Connections: <i>How can different stimuli be used 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: 6 **Activity: Dance** **Topic: Ancient Egypt** **Theme: The Body** **Focus: Posture/Poise** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>Travel around the hall showing a variety of hieroglyphic shapes. Change the method of travelling between each shape. Hold the shape/freeze between each travel. Use music or percussion to time the travel/freeze.</i> EXPLORE/EXPERIENCE: <i>..a variety of different shapes using hand, arm and step patterns involved in measuring and building a pyramid, such as:</i> - digit; - span; - cubit; - reach; - stride; <i>..then explore different ways of:</i> - pushing; - pulling; <i>..show a variety of ways of pushing/pulling using different:</i> - body parts; - levels; - directions; DEVELOP: <i>..with a partner different ways of pushing/pulling blocks of stone in order to build a pyramid, showing:</i> - matching/mirroring; - leading/following; - action/reaction - such as one pupil pushing the other pupil pulling; COOL DOWN/CONCLUSION: <i>..in small groups create a wall frieze – showing a variety of shapes set in profile;</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They are able to select and apply skills appropriate for the performance of their dance.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of how use of the body can improve a dance and how to perform a dance that includes contrasting actions and movements.</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 benefits that good posture/poise can make to their dance and can respond to different stimuli.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – Historical pictures, video, etc.</i> <i>* Percussion instruments;</i> <i>* Tape measure, ruler;</i> <i>* Differentiated:</i> - formation cards; - pathway cards;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 **Activity: Dance** **Topic: Keeping Healthy** **Theme: Actions** **Focus: Flow/Momentum** **Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Actions associated with movements of the different systems of the body, together with exercises and sporting actions and their effect upon the body etc.</i> EXPLORE: <i>..actions of the body during exercise (warm ups/cool down),</i> <i>..sporting activities:</i> - athletics (running/throwing/jumping); - swimming (different strokes), lifting weights; - games such as tennis, cricket, golf, football, hockey, basketball, netball; <i>..developing:</i> - strength (muscles), stamina (aerobic), suppleness (joints/tendons); <i>..the skeleton, digestive, circulatory, respiratory systems, etc.</i> EXPERIENCE: <i>..a sequence of actions that link together with:</i> - rising/falling; - lifting/turning; - pressing/thrusting; DEVELOP: <i>..movements relating to different actions showing how the various systems work i.e. digestive system - biting, chewing, swallowing, saliva, secretion, etc.</i> CONSIDER: <i>..partner work to show:</i> - action/reaction; - coaching sporting actions; - biting, chewing, etc. <i>..group work, i.e. group motif, sculpture;</i> <i>..create a body from different systems and actions of the body;</i>	KNOW: <i>..the importance of exercise and good posture on the body;</i> APPLY: <i>..they can link a series of actions involving rising and falling into a sequence, with both flow and momentum;</i> UNDERSTAND: <i>..that the end of one action can become the beginning of the next;</i>
		Key Questions
		Identify the Problem: <i>How can flow/momentum be used to improve the aesthetic qualities of the dance?</i> React to the Problem: <i>How can you improve the fluency of your movements to create a more attractive dance?</i> Practice appropriate skills: <i>How can a stimulus such as music enhance the fluency of your dance?</i> Make Connections: <i>What other stimuli or artefacts can be used to enhance the flow/momentum your dance?</i> Apply Solutions: <i>How can you create a storyline to give more meaning to your dance performance?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 **Activity: Dance** **Topic: Keeping Healthy** **Theme: Actions** **Focus: Flow/Momentum** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>Develop awareness and understanding of the respiratory and circulatory systems by involving the class in an aerobic exercise warm up followed by partner stretching.</i> EXPLORE/EXPERIENCE: <i>..with a partner a variety of actions associated with the process of eating, such as:</i> - <i>biting/chomping;</i> - <i>chewing/grinding;</i> - <i>saliva/swallowing;</i> <i>..use actions such as:</i> - <i>twisting/turning;</i> - <i>curling/churning;</i> <i>to represent food passing through the digestive system;</i> <i>..use large actions showing changes of:</i> - <i>level;</i> - <i>body shapes;</i> - <i>body parts;</i> DEVELOP: <i>..an exercise or sporting action to generate the need to eat food and the intake of calories;</i> <i>..a group dance (4s or 6s) where one of the group members represents the food being eaten and passed through the digestive system and through the body;</i> <i>..show a variety of ways of working with others such as:</i> - <i>action/reaction;</i> - <i>contact/shadowing;</i> COOL DOWN/CONCLUSION: <i>..take a shower after exercising and dry themselves with a large towel;</i>	Key Question – Week 1: Identify the Problem: <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They can include a variety of actions, showing effective use of momentum and flow, when performing their dance.</i> Secure: (Working At) <i>They are able to perform a dance showing appropriate contrasting actions and movements, linked with good fluency and control.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate fluency, precision and control in their dance 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 – red and blue ribbons, scarves, etc.</i> <i>* Stimuli – pictures, exercise video, etc.</i> <i>* Percussion instruments;</i> <i>* Human skeleton;</i> <i>* Differentiated:</i> - <i>formation cards;</i> - <i>pathway cards;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 Activity: Dance Topic: The Victorians Theme: Relationships Focus: Different Formations Lessons: 6

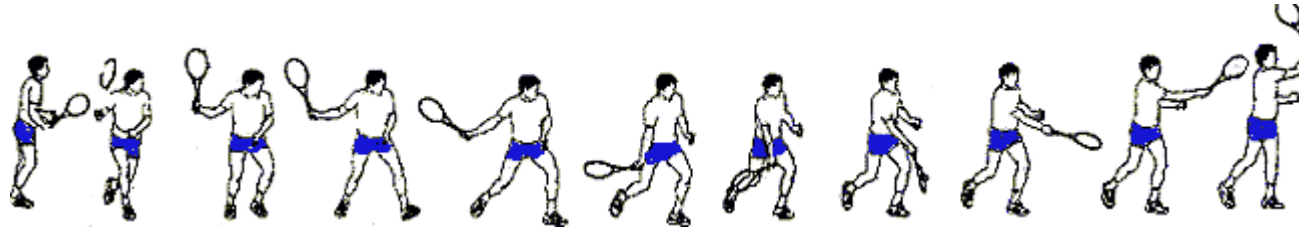
Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils can improve their step patterns, techniques and ideas through different formations and relationships with one another and can evaluate and recognise their own success.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) create and perform dances using a range of movement patterns, including those from different times, places and cultures;</i> <i>b) respond to a range of stimuli and accompaniment;</i> Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness.	CONTEXT/PREVIOUS EXPERIENCE: <i>Actions associated with the industrial revolution, i.e. in the kitchen, steam power, transport, machines, railways, canals, children working, etc.</i> EXPLORE: <i>..a variety of actions from different situations such as:</i> <i>- working in the kitchen: cleaning, scrubbing, polishing, sweeping, washing, etc.</i> <i>- steam trains: shovelling coal, signalmen, engine drivers, passengers, etc.</i> <i>- machines working: cogs, wheels, pulleys, pistons, etc.</i> EXPERIENCE: <i>..actions that show contrasting:</i> <i>- levels/speeds/shapes;</i> <i>- pathways/directions/jumping/leaping;</i> <i>..partner and small group work showing action/reactions;</i> DEVELOP: <i>..group dances showing:</i> <i>- meeting/parting;</i> <i>- advancing/retreating;</i> <i>..different formations:</i> <i>- square, circle, line, etc.</i> <i>and ways of working:</i> <i>- going through, under, over each other, etc.</i> CONSIDER: <i>..the musical/percussion accompaniment/rhythm;</i> <i>..linking different elements with different rhythms for each;</i> <i>..allow their dances to develop creatively by allowing more continuity and flow into their movements;</i>	KNOW: <i>..how to represent different forms of motion with their actions;</i> APPLY: <i>..they can perform their dance showing a variety of different pathways, directions and formations;</i> UNDERSTAND: <i>..that their dance will be improved by including more aesthetic and creative elements;</i>
		Key Questions
		Identify the Problem: <i>How can you work with others when performing your dance?</i> React to the Problem: <i>What formations can you use 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 relationships and formations be used to enhance your dance?</i> Apply Solutions: <i>Can you judge the effectiveness/success of your dance performance?</i>



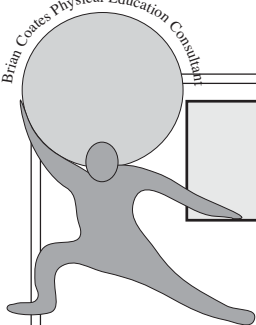
Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 Activity: Dance Topic: The Victorians Theme: Relationships Focus: Different Formations Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> <i>o Asks questions;</i> <i>o Volunteers answers;</i> <i>o Seeks help/advice;</i> Secure <i>* Determined:</i> <i>o Wants to improve;</i> <i>o Continues to try even after failure;</i> <i>o Responds well to a challenge;</i> <i>o Has high expectations of self and others;</i> Exceeding <i>* Problem Solver:</i> <i>o Can think creatively to find solutions;</i> <i>o Can find alternative responses to a problem, tactic or choreography;</i>	Introduction/Warm Up: <i>Travel around the hall in the way workers would turn up for work at the factory gates or to go to work down a mine.</i> <i>Perhaps use a Lowry painting as a stimulus.</i> EXPLORE/EXPERIENCE: <i>..show actions of factory workers such as:</i> <i>- hammering;</i> <i>- levering;</i> <i>- winding;</i> <i>- pushing/pulling; etc.</i> <i>..show actions relating to:</i> <i>- cogs;</i> <i>- pistons; etc.</i> DEVELOP: <i>..partner work showing different:</i> <i>- matching/mirroring;</i> <i>- advancing/retreating;</i> <i>- contact/support;</i> <i>- lifting;</i> <i>..combine with others and experiment with different formations:</i> <i>- line;</i> <i>- square;</i> <i>- arrow formation;</i> <i>..change formations by travelling in different ways with a variety of:</i> <i>- step patterns;</i> <i>- pathways/directions;</i> COOL DOWN/CONCLUSION: <i>..machines slow down and come to a standstill – workers slow down and sit/lie down to rest;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>How can the dynamics of a dance be represented through the choreography?</i> Entering: (Working Towards) <i>They are able to select and apply skills appropriate for the performance of their dance.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of different formations and how to perform a dance that includes contrasting actions and movements.</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 formations used in their dance and can respond to different stimuli.</i>
Differentiation/Resources		
<i>* CD Player/Music;</i> <i>* Material - ribbons, scarves, etc.</i> <i>* Stimuli – Historical pictures – Lowry painting; video, artefacts, etc.</i> <i>* Percussion instruments;</i> <i>* Differentiated:</i> <i>- formation cards;</i> <i>- pathway cards;</i>		



Planning for Games Activities



Games Focus for Progression - Key Stage Two

Invasion Games

Yr3 Passing/Receiving
Yr4 Controlling/Stopping
Yr5 Shooting/Keeping/Scoring
Yr6 Teamwork/Formations

Invasion Games

Yr3 Dribbling/Travelling
Yr4 Marking/Tackling
Yr5 Support Play/Spatial Awareness
Yr6 Tactics/Attack/Defence

Games Understanding

Yr3 Creating Space
Yr4 Protecting the Ball
Yr5 Invading/Protecting
Yr6 Retaining Possession

Net/Wall Games

Yr3 Throwing/Hitting
Yr4 Feeding/Footwork
Yr5 Forehand/Backhand
Yr6 Partner work/Tactics/Rules

Striking/Fielding Games

Yr3 Rolling/Retrieving
Yr4 Throwing/Catching
Yr5 Positioning/Moving
Yr6 Bowling/Striking

Creating Games

Yr3 Invasion
Yr4 Target
Yr5 Striking/Fielding
Yr6 Net

Experiences/Skills, Spatial Awareness Use of Equipment/Objects/Missiles,
Potted Sports, Relays, Simple Rules/Tactics, Co-operation and Competition

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



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: *Creating Games*

Focus: *Invasion Games*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have created games on an individual and co-operative basis and played simple competitive games.</i> EXPLORE: <i>..a wide range of missile, targets, bats, sticks, etc.</i> <i>..create a variety of activities and games that encourage/develop:</i> - <i>passing/receiving (using various implements/body parts)</i> - <i>throwing/catching;</i> - <i>dribbling/bouncing/travelling;</i> <i>..applying simple rules and conditions;</i> EXPERIENCE: <i>..creating a game which is played on a co-operative then on a competitive basis with their partner:</i> - <i>what skill does the game involve?</i> - <i>how do you score?</i> - <i>what is the court/playing area?</i> <i>..create a 2v2 game:</i> - <i>share your ideas with the others/combine ideas/teach the others your game;</i> <i>..create a 3v3 game:</i> - <i>how does the game change?</i> - <i>do you need a goalkeeper/defender?</i> DEVELOP: <i>..using different sized goals/targets, etc.</i> <i>..increase the number of rules - why is this necessary?</i> <i>..how do you restart the game once the ball goes off the pitch/a foul is committed?</i> CONSIDER: <i>..has everyone been involved on an equal basis?</i> <i>..are goals essential? Why?</i>	KNOW: <i>..the rules necessary to play their games;</i> APPLY: <i>..they can demonstrate and repeat individual skills that have been transferred into a game they have created;</i> UNDERSTAND: <i>..why a game is successful;</i>
		Key Questions Identify the Problem: <i>What skills do you need to be able to attack and defend, in the game you have created?</i> React to the Problem: <i>How would you use your attacking/defending skills and tactics in the game?</i> Practice appropriate skills: <i>How can you improve the quality of your team's tactics when playing your game?</i> Make Connections: <i>What do the members of the team need to do improve their performance in the game they have created?</i> Apply Solutions: <i>How will you know if your attacking/defending skills and tactics have been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: *Creating Games*

Focus: *Invasion Games*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: ..dribble a ball/missiles in your preferred sport; ..travel in different pathways and directions; ..dribble a ball/missile showing: - stopping; - turning; - changes of direction; EXPLORE/EXPERIENCE: ..pass a ball/missile to a partner showing different: - weight of pass; - position in relation to the body; - heights/levels/body parts; ..create a target/game with a partner to pass: - through - over - between; ..working with a partner: - travel and pass; - pass and move (no moving with the ball); DEVELOP: ..a 2 v 2 game with rules they have agreed such as: - each player has a limited number of passes; - players cannot tackle one another; - areas where players' movement is restricted; COOL DOWN/CONCLUSION: ..individual skill practice – can they: - control a ball using different body parts? - 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> Entering: (Working Towards) <i>They are able to play a game they have created and can discuss the differences in the rules and conditions being used.</i> Secure: (Working At) <i>They are able to play a game they have created and can compare and discuss the similarities and differences in the rules and conditions being used.</i> Exceeding: (Working Beyond) <i>They are able to compare and comment upon the skills, techniques and tactics used in the games that they and others play.</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>Increase/decrease the:</i> <i>*Time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Invasion Games – Games Understanding

Focus: Creating Space

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have played a variety of invasion games.</i> EXPLORE: <i>..the need to create space in an attacking situation - through a recognised invasion game - where space is important:</i> - how is space created? - where is space needed? EXPERIENCE: <i>..creating width - i.e. space found when members of the team play and keep wide;</i> <i>..creating depth - in defence:</i> - receive the ball from the goalkeeper played out short and wide; <i>..creating depth - in attack:</i> - advancing forward towards the goal and then coming back off the defender/marker; <i>..in general play:</i> - running into a space/running off the ball; - running into space to receive a pass; - sudden change of pace/direction to lose a marker; - switching places with another player; x x - looping/running around another player; x x DEVELOP: <i>..a game creating an overlap;</i> <i>..games that favour the attacking team - allowing them to create space, i.e. 3v1, 4v2, etc.</i> <i>..rules that encourage keeping possession, i.e. points scored if everyone touches in the team touches the ball before shooting;</i> CONSIDER: <i>..games that are played in a small area and the need for close control, emphasising the need to create space;</i>	KNOW: <i>..when to move into a space;</i> APPLY: <i>..they can move into a space showing changes of direction to receive a pass;</i> UNDERSTAND: <i>..the importance of creating width/depth in a team formation;</i>
		Key Questions Identify the Problem: <i>Why is it so important for the attacking team to be able to find space in a game?</i> React to the Problem: <i>How would a defender try to prevent you from finding space?</i> Practice appropriate skills: <i>How can the attacking team create space in a game?</i> Make Connections: <i>How can the attacking team create space for each other?</i> Apply Solutions: <i>How can the defensive team try to prevent the attacking team's tactics from being effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3 **Activity: Invasion Games – Games Understanding** **Focus: Creating Space – Basketball** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..travel/dribble with the ball:</i> <i>- forwards/backwards;</i> <i>- sideways/turning;</i> <i>- show sudden changes of speed and direction;</i> EXPLORE/EXPERIENCE: <i>..play a game in a 15m x 15m grid:</i> <i>- 3 v 1;</i> <i>..in this game consider:</i> <i>- where is the best place to stand to receive a pass?</i> <i>o create width;</i> <i>o give the player passing the ball different options;</i> <i>- what is the best way to find space?</i> <i>o create an overlap by looping around another player;</i> <i>o switching positions with another player;</i> <i>- how can you lose a player who is marking you?</i> <i>o show a sudden change of direction;</i> <i>o show a sudden change of speed;</i> DEVELOP: <i>..4 v 4 game – apply a ‘condition’:</i> <i>- no dribbling;</i> <i>- keep the ball below head height;</i> <i>- play in silence;</i> <i>..only pass using:</i> <i>- bounce pass;</i> <i>- chest pass/overhead pass;</i> COOL DOWN/CONCLUSION: <i>..continue to bounce the ball whilst sitting and then lying down;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it so important for the attacking team to be able to find space in a game?</i> Entering: (Working Towards) <i>They are able to move into space using disguise, changes of direction and speed according to the needs of the game being played.</i> Secure: (Working At) <i>They are able to find space by using individual skills such as change of direction, etc. or team tactics such as looping around another player or switching places.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate an understanding of tactics and strategies by using them as appropriate within a game. They use this understanding to effectively create space in attacking situations in a game.</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 questions;</i> <i>Increase/decrease the:</i> <i>*Time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity:

Invasion Games - Football

Focus: *Dribbling/Travelling*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can play a game (co-operatively) with control i.e. without touching/fouling another player.</i> EXPLORE: <i>..ways of travelling with the ball:</i> - carrying; - bouncing; - using different body parts (i.e. feet); <i>..travel in different pathways (zig-zag, curved, straight) and directions (forwards/backwards/sideways).</i> EXPERIENCE: <i>..travelling in different ways both with and without the Ball showing changes of:</i> - speed: acceleration/deceleration etc. - direction: forwards/sideways/forwards etc. - pathway: straight/zig-zag etc. <i>..games where they combine changes of speed and direction;</i> <i>..games where they lose a partner who is trying to stay with them for a short time i.e. long enough to receive a pass, or shoot to score;</i> DEVELOP: <i>..games where they pass and move from one position into another to receive the ball;</i> <i>..conditioned games that encourage dribbling/travelling with the ball:</i> - must travel 5m/10m with the ball before passing; - must dribble into a certain area before they can shoot; CONSIDER: <i>..the size of the playing area - ensure it is large enough to allow/encourage travelling;</i> <i>..small sided games to allow space and develop skills;</i>	KNOW: <i>..what skills are required to beat an opponent;</i> APPLY: <i>..they can maintain control when dribbling and travelling with a ball;</i> UNDERSTAND: <i>..the need for changes of speed and direction to beat an opponent;</i>
		Key Questions Identify the Problem: <i>Why are dribbling/travelling skills important in a game?</i> React to the Problem: <i>When would you use dribbling/travelling skills in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your dribbling/travelling skills?</i> Make Connections: <i>What will you do if your opponents make it difficult for you to use your dribbling/travelling skills?</i> Apply Solutions: <i>How will you know if your dribbling/travelling skills have been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: *Invasion Games – Football*

Focus: *Dribbling/Travelling*

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>..'Football Gateway' – set out around 30 pairs of markers and ask pupils to see how many pairs of markers they are able to dribble through in one minute. Discuss their dribbling skill technique, before repeating the activity to see if they are able to dribble through a greater number;</i> EXPLORE/EXPERIENCE: <i>..allow the pupils to develop a partner activity that involves dribbling the ball. They can use whatever equipment they feel is necessary e.g. cones, markers, etc. When dribbling they should consider:</i> - <i>pathways/directions;</i> - <i>speed;</i> - <i>distance;</i> <i>They should also consider:</i> - <i>rules;</i> - <i>how they are playing;</i> - <i>cooperative play;</i> - <i>competitive play (rules);</i> DEVELOP: <i>..4 v 4 conditioned game – players could:</i> - <i>use 5 touches of the ball before passing;</i> - <i>dribble 5 metres in any direction before passing;</i> - <i>in the attacking half of the pitch, attempt to dribble past at least one player before passing;</i> COOL DOWN/CONCLUSION: <i>..'Keep the Basket Full' – the teacher rolls a variety of balls in all directions from a central hoop. The pupils run to retrieve and then dribble the ball back, before putting it back into the hoop, from where the teacher rolled the ball;</i>	Key Question – Week 1: Identify the Problem: <i>Why are dribbling/travelling skills important in a game?</i> Entering: (Working Towards) <i>They are able to dribble/travel with a ball keeping control in a number of different situations during small sided games.</i> Secure: (Working At) <i>They are able to demonstrate their ability to use their dribbling/travelling skills effectively within a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to select and apply appropriate dribbling/travelling skills, tactics and strategies and use them effectively within a small sided game.</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 task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity:

Invasion Games - Netball

Focus: *Passing/Receiving*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Games such netball, football, hockey, bench ball, basketball, handball, etc.</i> EXPLORE: <i>..different ways as an individual of passing/sending the ball, in different directions and using different body parts/ implements, i.e. hands, feet, head, stick, etc.</i> <i>..sending the ball over different distances concentrating on accuracy (use markers/targets, etc.)</i> <i>..sending the ball in different ways:</i> <i>- football: instep, side foot, heel, etc.</i> <i>- netball: chest pass, overhead pass, etc.</i> <i>..catching the ball as it rebounds off the floor and/or wall;</i> <i>..passing and receiving the ball from a partner;</i> EXPERIENCE: <i>..a variety of different passes with appropriate body parts;</i> <i>..receiving- cushioning and controlling a pass using different methods;</i> <i>..passing and receiving whilst still;</i> <i>..receiving whilst on the move;</i> <i>..receiving - moving into space to receive;</i> DEVELOP: <i>..passing and moving into space;</i> <i>..practices involving 3v1 and 2v1 to encourage and develop success with passing and shooting;</i> CONSIDER: <i>..the size of the playing area/ball/target and opposition;</i> <i>..small sided games - who decides the rules?</i> <i>..conditioning the game i.e. no dribbling, no passing over head height, shooting from a set distance, no talking etc.</i>	KNOW: <i>..about the different ways of sending and receiving;</i> APPLY: <i>..they can pass with accuracy over a variety of distances;</i> UNDERSTAND: <i>..the importance of their role when passing the ball, e.g. so that their partner/team mate can catch it - height, weight, position, etc.</i>
		Key Questions Identify the Problem: <i>What is the importance of accuracy when passing/receiving in a game?</i> React to the Problem: <i>What would you do if your passing/receiving skills were not effective in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your passing/receiving skills to make them more effective in a game?</i> Make Connections: <i>What will you do if your opponents make it difficult for you to pass/receive in a game?</i> Apply Solutions: <i>Where can you position yourself to be of benefit to the team?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: *Invasion Games - Netball*

Focus: *Passing/Receiving*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</i>	Introduction/Warm Up: <i>.. 'Dishes and Domes' – spread out around 40-60 markers and divide the class into 2 teams. Each team tries to turn the mushroom markers over, either into a 'dish' shape or a 'dome' shape depending upon which team they are in. At the end of one minute see which team has the most markers turned over into their team shape;</i> EXPLORE/EXPERIENCE: <i>.. passing in 2s – consider the:</i> <i>- height/weight/direction/position of the pass;</i> <i>- the receiver should show a target (hands outstretched);</i> <i>.. passing in 6s:</i> <i>- 5 v 1 passing – see how many passes the team can make before the ball is intercepted or dropped ;</i> <i>o pass and move;</i> <i>- Number Game – 5 v 1 – each pupil is given a number between 1 and 5 and the players have to pass to each other in numerical order without the interceptor touching the ball. The player holding the ball is not allowed to move with the ball;</i> DEVELOP: <i>.. play a game of 3 v 3 – players decide on scoring system;</i> COOL DOWN/CONCLUSION: <i>.. in groups of 6 – 8:</i> <i>- pass the ball around the circle;</i> <i>- pass 2 balls around the circle – play 'Catch Up';</i> <i>- pass the ball around the circle – 'Beat the Ball' - one pupil from each group runs around the outside of the circle (twice?) before returning to their place before the ball arrives;</i>	Key Question – Week 1: Identify the Problem: <i>What is the importance of accuracy when passing/receiving in a game?</i> Entering: (Working Towards) <i>They are able to select and apply appropriate skills when passing and receiving a pass in small game situations using a variety of techniques and ideas.</i> Secure: (Working At) <i>They demonstrate an understanding of games skills, showing control and fluency when passing and receiving, whilst playing in a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to take the initiative in a game (passing to a variety of others), showing good understanding of games play, as well as accuracy and control in their passing/receiving skills.</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>* Grids;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Net Games - Tennis

Focus: Throwing/Hitting

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can use a variety of bats, sticks, racquets and body parts to send and receive a variety of missiles.</i> EXPLORE: <i>..throwing (feeding) a variety of missiles into targets of different size, shape, level and distance;</i> <i>..throwing under and overarm;</i> <i>..different ways of using bats, sticks, racquets and body parts to hit a variety of missiles;</i> EXPERIENCE: <i>..hitting a variety of missiles that are:</i> <i>- stationary;</i> <i>- fed/dropped;</i> <i>- fed/approaching;</i> <i>- thrown/hit towards them;</i> DEVELOP: <i>..moving towards and away from a missile to hit it;</i> <i>..moving sideways to hit;</i> <i>..aiming towards a target for accuracy;</i> <i>..following through after the hit;</i> <i>..small games/practices - encouraging accuracy of the hit and a continuous rally;</i> CONSIDER: <i>..the length of the handle of the bat/racquet;</i> <i>..the direction and height of the hit;</i> <i>..the correct grip and the most appropriate arm action;</i> <i>..the safety aspects involved in the class organisation;</i> <i>..the size of the court and the shape and properties of the equipment;</i> <i>..the size and rebound/bouncing properties of a missile;</i>	KNOW: <i>..how to hold a bat/racquet and can get into the correct position to hit a ball/missile;</i> APPLY: <i>..they can hit a missile that has been thrown/fed from different heights and speeds;</i> UNDERSTAND: <i>..the importance of the follow through in the hit;</i>
		Key Questions Identify the Problem: <i>What is the importance of good footwork when throwing/hitting a missile?</i> React to the Problem: <i>Where would you aim a missile when playing in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your throwing/hitting skills in order to play a game?</i> Make Connections: <i>What is the importance of your position (where you stand) on the court?</i> Apply Solutions: <i>What is the importance of a good follow through when hitting a missile?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Net Games - Tennis

Focus: Throwing/Hitting

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> <i>o Asks questions;</i> <i>o Volunteers answers;</i> <i>o Seeks help/advice;</i> Secure <i>* Determined:</i> <i>o Wants to improve;</i> <i>o Continues to try even after failure;</i> <i>o Responds well to a challenge;</i> <i>o Has high expectations of self and others;</i> Exceeding <i>* Problem Solver:</i> <i>o Can think creatively to find solutions;</i> <i>o Can find alternative responses to a problem, tactic or choreography;</i>	Introduction/Warm Up: <i>..bounce the ball with a racket:</i> <i>- travel in different directions;</i> <i>- vary the height of the bounce;</i> <i>- bounce the ball first with the strings then the edge of the racket;</i> <i>- check grip;</i> <i>..knock the ball up;</i> EXPLORE/EXPERIENCE: <i>..individually bounce the ball:</i> <i>- in/along/around – hoops, ropes and markers;</i> <i>..hit the ball for a partner to catch;</i> <i>..throw/feed a ball for a partner to hit back – score a point for every completed catch, change over after every 5 catches;</i> DEVELOP: <i>..organise activities so that the ball is hit towards a wall or fence and not into the pathway of another game;</i> <i>..hit a ball to a partner:</i> <i>- over a rope/into a hoop;</i> <i>- count the number of consecutive hits;</i> <i>- make up their own game;</i> <i>..lift the ball –hit the ball up using a lifting action. Allow knock ups to keep the rally going;</i> <i>..create a court and play a small game of singles tennis. Design a scoring system and keep score. Change opponents – challenge someone else;</i> COOL DOWN/CONCLUSION: <i>..line up at the door/gate according to:</i> <i>- height;</i> <i>- birthdays, etc.</i>	Key Question – Week 1: Identify the Problem: <i>What is the importance of good footwork when throwing/hitting a missile?</i> Entering: (Working Towards) <i>They are able to compare performances, Identifying their own good techniques, and say how the performances of others could be changed for the better.</i> Secure: (Working At) <i>They understand how to improve their own performance and are able to practice and show increased accuracy and control in their shots whilst playing a game.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate their understanding by describing how their performance has improved. They use their skills effectively in a game.</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 task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Striking/Fielding - Rounders

Focus: Retrieving/Fielding

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have used a variety of rounders bat and stick shapes to hit/strike a missile.</i> EXPLORE: <i>..a variety of ways of hitting/striking a ball/missile using different bats/sticks (size, shape, length and width) and balls/missiles (large/small, light/heavy);</i> <i>..different grips and swings to hit a missile;</i> EXPERIENCE: <i>..hitting for direction and distance, use targets/sectors/hoops for accuracy;</i> <i>..feeding and bowling:</i> <i>- rolled/thrown towards;</i> <i>- bounced/dropped;</i> <i>..bowling underarm and overarm;</i> <i>..running to retrieve a ball that has been fed/hit;</i> Fielding through: <i>- chasing;</i> <i>- running to intercept;</i> <i>- running to meet;</i> DEVELOP: <i>..an awareness of direction, flight and height of a bowl/feed</i> <i>..a small sided game that involves constant changing of roles i.e. bowler, fielder, striker, etc.</i> CONSIDER: <i>..the safety of the bowler/feeder;</i> <i>..scoring points - hitting for accuracy/distance;</i> <i>..scoring points for catching/fielding the ball:</i> <i>- cleanly 3 pts.</i> <i>- after only one bounce 2 pts.</i> <i>- picking up a rolling ball cleanly 1 pt.</i>	KNOW: <i>..how to position their body to collect a missile when catching/picking up;</i> APPLY: <i>..they can retrieve and return a ball that is:</i> <i>- rolling towards;</i> <i>- rolling away/behind;</i> <i>- rolling to one side;</i> UNDERSTAND: <i>..the importance of good footwork to be able to pick up/catch/collect a ball;</i>
		Key Questions Identify the Problem: <i>Why are retrieving/fielding skills important in a game of cricket/rounders?</i> React to the Problem: <i>What is the importance of good positioning when fielding during a game?</i> Practice appropriate skills: <i>How can you improve the quality of your retrieving/fielding skills?</i> Make Connections: <i>Why is important to stop the ball as soon as possible when playing a game of cricket/rounders?</i> Apply Solutions: <i>How can you improve the accuracy and distance achieved when throwing/returning a ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Striking/Fielding - Rounders

Focus: Retrieving/Fielding

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘Roll Goal’ – 2 v 2 game that involves rolling a ball between 2 markers (about 3m apart) placed on the centre line of a small court 10m² - if a player mis-fields the opposition score a point. Players should try to use a long barrier to field/stop the ball.</i> EXPLORE/EXPERIENCE: <i>..roll and stop a ball sent by a partner:</i> <i>- stand facing each other 10m apart – stop the ball with a long barrier;</i> <i>- stand together – take it in turns to roll, chase and return the ball;</i> <i>- throw and catch – facing partner;</i> DEVELOP: <i>..in groups of 3 take it in turns to bat, bowl and field:</i> <i>- batters should hit the ball through 2 markers to score – every time they hit between the markers they score 3 points;</i> <i>- bowlers should bowl between shoulder and knee height;</i> <i>- fielders should return the ball as quickly as possible to the bowler;</i> <i>- players take 3 turns in each of the 3 roles;</i> COOL DOWN/CONCLUSION: <i>..‘Beat the Ball’ – pupils stand in a circle (about 8 in each circle) and throw a tennis ball around the circle. The pupil who starts with the ball, attempts to run around the outside of the circle and return to their original position in the circle before the ball arrives. Take it in turns to start with the ball.</i> <i>..repeat the game by changing the type of pass, i.e. roll the ball, bounce pass the ball, catch one handed, etc. allow the pupils to make up/choose the method of passing the ball.</i>	Key Question – Week 1: Identify the Problem: <i>Why are retrieving/fielding skills important in a game of cricket/rounders?</i> Entering: (Working Towards) <i>They are able to control and/or stop a ball/missile that has been passed to them in different ways</i> Secure: (Working At) <i>They are able to demonstrate their ability to use their retrieving/fielding skills effectively within a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to show fluency when performing their stopping/controlling skills. They show precision and control when playing a game. They use their skills effectively in attacking and defensive situations in a game.</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 task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: *Invasion Games – Hockey*

Focus: *Controlling/Stopping*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Small sided invasion games of football, hockey, netball, basketball, etc.</i> EXPLORE: <i>..sending, receiving and stopping a variety of missiles using hands/different body parts/implements/sticks;</i> <i>..stopping/catching/trapping/controlling the missile;</i> <i>..controlling/receiving the missile by cushioning the impact, i.e. withdrawing the body part/stick at the point of impact;</i> EXPERIENCE: <i>..working with a partner to stop/control/receive a missile:</i> <i>- create a target i.e. showing hands;</i> <i>- changing direction to create space;</i> <i>..stopping/controlling/receiving a missile then:</i> <i>- travelling with it;</i> <i>- passing;</i> <i>- passing and moving (no running with the ball);</i> <i>- shooting;</i> DEVELOP: <i>..by limiting the number of touches each player is allowed before passing/shooting;</i> <i>..a game in a restricted area to improve close control;</i> <i>..by turning/shielding the missile once it has been brought under control;</i> CONSIDER: <i>..using grid areas to develop partner practices and play 3 v 1 and 4 v 2 games;</i> <i>..catching/controlling the ball whilst they are in the air;</i> <i>..their body position when stopping/receiving the ball;</i>	KNOW: <i>..how to use different body parts/sticks to cushion the ball/missile;</i> APPLY: <i>..they can bring under control a ball/missile they have received from different locations;</i> UNDERSTAND: <i>..the importance of good balance and correct body positioning when playing a game;</i>
		Key Questions
		Identify the Problem: <i>Why are controlling/stopping skills important in a game?</i> React to the Problem: <i>When would you use controlling/stopping skills in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your controlling/stopping skills?</i> Make Connections: <i>How do controlling/stopping skills transfer from one game to another?</i> Apply Solutions: <i>How will your controlling/stopping skills benefit the team in a game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: *Invasion Games – Hockey*

Focus: *Controlling/Stopping*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..pupils place their hockey stick on the ground and then find 5 different ways of jumping over their stick. Then everyone does 5x10 jumps.</i> <i>..'Stuck in the Mud' – Players stand still when tagged. Play for 30 seconds and see how many players are still tagged after time is up. Players may be released once someone goes through the legs of the players who have been caught. See if other taggers can catch more in the time allowed.</i> EXPLORE/EXPERIENCE: <i>..use a push pass for your partner to stop and control the ball;</i> <i>..when stopping the ball:</i> <i>- use a vertical stick and get in line with the ball;</i> <i>- it is important for them to move their feet to get in line;</i> <i>- try and cushion the ball;</i> <i>- kneel down and use a horizontal stick;</i> <i>..vary the distance between partners according to their ability;</i> DEVELOP: <i>..'Channel Game' – Divide the playing area into 3 sections, with the central section (channel) being only 3m wide. Two teams of 3 players stand either side of the channel. The aim of the game is to hit the ball past the 3 players of the opposition and off the end of the playing area. The defenders try to stop and control the ball. The players may then pass the ball to one another in order to try and find a gap through which they may hit the ball to score a goal. Players are not allowed to encroach into the central channel.</i> COOL DOWN/CONCLUSION: <i>..'Grandmother's Footsteps' – Creep up on the teacher. When the teacher turns anyone seen moving lines up at the door;</i>	Key Question – Week 1: Identify the Problem: <i>Why are controlling/stopping skills important in a game?</i> Entering: (Working Towards) <i>They are able to control and/or stop a ball that has been passed to them in different ways.</i> Secure: (Working At) <i>They are able to demonstrate control and fluency in their controlling/stopping skills whilst playing in a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when performing their skills and actions during a game. They use their controlling/stopping skills effectively in both attack and defence.</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;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: *Creating Games*

Focus: *Target Games*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have previously created co-operative games.</i> EXPLORE: <i>..sending a variety of missiles into goals/targets that are on the floor, wall, suspended, or between benches/ropes/markers/chalk lines/cones/hoops, etc.</i> <i>..aiming by throwing/kicking/bouncing/rolling/shooting/striking/hitting to score goals/points:</i> <i>- underarm, overarm, circular action;</i> <i>- the size and distance of the target (does this vary?);</i> <i>- directing/propelling a missile into the target;</i> <i>- the speed of the throw;</i> EXPERIENCE: <i>..keeping score when aiming/throwing/propelling missiles into targets/goals:</i> <i>- that are blocked/obscured/defended by objects, etc.</i> <i>- with time restrictions;</i> <i>- with increased/challenging distances;</i> DEVELOP: <i>..a game that:</i> <i>- involves other players (how many are needed?)</i> <i>- involves travelling around obstacles with the ball before shooting at the goal/target;</i> <i>- involve interplay between players before shooting.</i> <i>..how do you score?</i> CONSIDER: <i>..whether it will be co-operative/competitive, i.e. 1+1, 2v2;</i> <i>..whether the target/goal should be defended;</i> <i>..whether a goalkeeper is required;</i> <i>..whether the missile will rebound or pass through the target?</i> <i>..whether the court will need targets both ends;</i> <i>..how does play continue when the missile hits/misses the target?</i>	KNOW: <i>..the shooting skills will depend upon the size/weight/properties of the missiles being used;</i> APPLY: <i>..they can create with others a game that involves targets;</i> UNDERSTAND: <i>..the nature of the game will evolve according to rules and whether the ball will pass through or rebound from the target;</i>
		Key Questions Identify the Problem: <i>Will you need to be able to attack and defend in the target game you have created?</i> React to the Problem: <i>What will the target look like and would you need to protect the target?</i> Practice appropriate skills: <i>Will you need to develop your team's tactics when playing your game?</i> Make Connections: <i>What does the team need to do improve their performance in the game they have created?</i> Apply Solutions: <i>How will you know if your rules, conditions and tactics have been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: *Creating Games*

Focus: *Target Games*

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> <i>o Can say what they like and why;</i> <i>o Know and comment on key points of technique;</i> Secure <i>* Compare:</i> <i>o Can give positive feedback;</i> <i>o Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> <i>o Can describe the key qualities of a performance;</i> <i>o Understand how to improve;</i> <i>o Can explain how to improve;</i>	Introduction/Warm Up: <i>..play the game 'Dishes and Domes' – but allocate certain coloured markers different points e.g. red markers are worth 5 points. This will encourage some pupils within the team to think about attacking and defending specific markers;</i> EXPLORE/EXPERIENCE: <i>..divide the class up into small groups and make available a variety of equipment and provide a specific space and then allow the pupils to create a game that has:</i> <i>- a scoring system;</i> <i>- rules;</i> <i>..this will then allow them to develop tactics and strategies about how it is possible for them to score and how it will be possible to prevent the opposition from scoring. Their game may involve:</i> <i>- targets/goals;</i> <i>- nets/walls;</i> <i>- court size/markings;</i> <i>- safe zones, etc.</i> DEVELOP: <i>..challenge another team to play against them in their game. Allow the opposition to evaluate and comment on the game.</i> <i>..challenge the pupils to think about their game by asking a variety of questions about tactics and rules, such as:</i> <i>- How can a defender stop an attacking player from scoring?</i> <i>- Are players allowed to stand anywhere on the court?</i> COOL DOWN/CONCLUSION: <i>..hop across the court – see how few hops it takes to get across. Repeat and see if they can do it in fewer hops, etc.</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>Will you need to be able to attack and defend in the target game you have created?</i> Entering: (Working Towards) <i>They are able to create a game showing good footwork and balance whilst moving around the playing area.</i> Secure: (Working At) <i>They are able to apply skills and tactics with precision and control into a small sided game they have created.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate their understanding of tactics and strategies when planning to play the games they have created.</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 task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Invasion Games - Football

Focus: Marking/Tackling

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: Games such as football, rugby, hockey, etc. EXPLORE: ..moving backwards/forwards/sideways in different ways and including changes of direction; ..a variety of activities that involves chasing others; ..following/shadowing a partner; ..games that involve different ways of being tagged: - touched: one/two hands, ball; - collecting: tails, (with velcro straps); - onto different body parts: back, hips/below waist, etc. EXPERIENCE: ..different types of tackling: - front/block tackle; - side/sliding tackle; ..taking responsibility for marking one specific player; DEVELOP: ..games that involve keeping in set positions/zones/areas of a pitch/court ; ..games that give defensive responsibilities to certain players; ..games that encourage tackling i.e. limited passing 1v1 etc. ..games that aid the defender i.e. 1v2, (allowing one player to cover) CONSIDER: ..the correct body position of the defender as they come in to tackle; ..the angle of the approach run when they prepare to make their tackle; ..the importance of getting to their feet first/recovering having made the tackle, allowing them to re-join the game and aid their team;	KNOW: <i>why it is important for each player to be marked during a game;</i> APPLY: <i>..they can mark and tackle a player within a game situation;</i> UNDERSTAND: <i>..the importance of ensuring the tackler wins the ball when tackling;</i>
		Key Questions Identify the Problem: <i>Where do you need to stand, in relation to the goal, when you are marking a player in a game?</i> React to the Problem: <i>How close do you need to stand to a player you are marking in a game?</i> Practice appropriate skills: <i>Should you tackle your opponent as soon as possible after they have received the ball?</i> Make Connections: <i>What should you do if your opponent is protecting (shielding) the ball?</i> Apply Solutions: <i>How can you mark and tackle your opponent to be of benefit to the remainder of the team?</i>



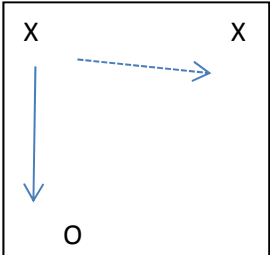
Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Invasion Games - Football

Focus: Marking/Tackling

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: ..'Archway Tag' – player run in 2's holding the hand of their partner. Have 2 pairs of taggers and if a pair is tagged, they form an archway and if another pair are able to run through the arch without being tagged the first pair are released and able to re-join the game. Time each game and see how many pairs have been tagged to see which group are the winners. EXPLORE/EXPERIENCE: ..2 v 1 game in a 10m² grid: - the 2 attacking players take it in turns to start with the ball; - the defender starts at the opposite end of the grid; - the attacking players can dribble or pass the ball; - the attackers score by stopping the ball on the line; - the defender scores by kicking the ball out of the grid; - the 3 players take it in turns to be the defender;  DEVELOP: ..the positioning of the defender: - trying to cut off the pass; - jockey's the attacking player with the ball; ..play a 3 v3 game in a double sized grid with a small goal (without a goalkeeper); ..apply a condition to the game, such as only play 2 touch football; COOL DOWN/CONCLUSION: ..'Chain Tag' – play a game with 2 players starting off as taggers. The chain splits into 2 when 4 players form a chain.	Key Question – Week 1: Identify the Problem: Where do you need to stand, in relation to the goal, when you are marking a player in a game? Entering: (Working Towards) <i>They are able to identify successful strategies and tactics when marking and tackling a player in a small game situation.</i> Secure: (Working At) <i>They are able to comment and compare upon the successful strategies and tactics when marking and tackling a player in a small game situation.</i> Exceeding: (Working Beyond) <i>They are able to analyse the tactics and strategies used by themselves and others in small game situations.</i>
Differentiation/Resources		
Grids, footballs, cones/markers, etc. Modify the tasks; increase/decrease the size of the grid; Consider the grouping of the pupils.		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Invasion Games – Games Understanding

Focus: Protecting the Ball

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils are ready to improve and apply skills into an invasion/ team game situation.</i> EXPLORE: <i>..how the ball can be brought under control using different body parts in the shortest possible time i.e. thigh, chest, foot, hands, etc. make links/find similarities between different sports;</i> <i>..how the ball can be caught in different positions in relation to the body i.e. show hands as a target - catch the ball - high, to the side, etc.</i> <i>..the different directions they can turn having received the ball;</i> EXPERIENCE: <i>..catching/controlling a ball that arrives from different heights/ speeds etc.</i> <i>..can turn/pivot with the ball having brought it under control;</i> <i>..can catch/control and pass quickly and accurately;</i> DEVELOP: <i>..can protect the ball from a passive marker;</i> <i>..can protect the ball with limited opposition;</i> <i>..can protect the ball in a competitive situation;</i> <i>..can play small sided games developed from a 2v1 x → xo</i> CONSIDER: <i>..the type of feed and the distance between feeder and receiver;</i> <i>..how the receivers body should be kept between the ball and the marker;</i> <i>..whether the ball can be received as the player turns;</i> <i>..whether the player can turn having received/controlled the pass;</i> <i>..how and where the skills learnt occur during the game;</i> <i>..how to create time and space by losing their marker;</i>	KNOW: <i>..how to protect the ball from a defender;</i> APPLY: <i>..they can control and protect the ball with increasing success;</i> UNDERSTAND: <i>..the need for quick control;</i>
		Key Questions Identify the Problem: <i>Why is bringing the ball under control such an important skill in a game?</i> React to the Problem: <i>Why do you protect the ball in a game?</i> Practice appropriate skills: <i>How can you improve the quality of your ball control skills to assist you when you protect the ball?</i> Make Connections: <i>Where would you use the skills of protecting the ball on the pitch/court?</i> Apply Solutions: <i>What would you do with the ball once you have protected/shielded it from the opposition?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Invasion Games – Games Understanding

Focus: Protecting the Ball

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> - o <i>Is a positive influence on others;</i> - o <i>Brings their kit;</i> - o <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> - o <i>Listens to instructions;</i> - o <i>Has good manners;</i> - o <i>Works well with others;</i> - o <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> - o <i>Plays fairly and according to the rules;</i> - o <i>Copes well with success and failure;</i> - o <i>Sets an example to others;</i>	Introduction/Warm Up: <i>..pass and receive a ball in your preferred sport;</i> <i>..pass and receive and travel in a variety of pathways and directions;</i> <i>..whilst travelling show:</i> - <i>stopping;</i> - <i>turning;</i> - <i>changes of speed;</i> EXPLORE/EXPERIENCE: <i>..in groups of 4 play 2 v 1 'piggy in the middle' (one pupil to act as the referee) in their preferred sport;</i> <i>..pass a ball to their partner showing different:</i> - <i>weight of pass - possibly receiving using body parts;</i> - <i>position in relation to the body - heights/levels;</i> <i>..play a 2 v 1 game in a 10m² grid:</i> - <i>the 2 attacking players attempt to score at the opposite end of the grid;</i> - <i>the first attacking player passes the ball to the target player who protects/shields the ball from the defender;</i> - <i>the attackers score by stopping the ball on the line;</i>	Key Question – Week 1: Identify the Problem: <i>Why is bringing the ball under control such an important skill in a game?</i> Entering: (Working Towards) <i>They are able to use their understanding to modify and improve their performance to increase their control when protecting the ball.</i> Secure: (Working At) <i>They are able to use their understanding in order to retain possession for their team by protecting the ball and using it effectively during a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.</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;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>	DEVELOP: <i>..a 2 v 2 game with rules they have agreed such as:</i> - <i>each player has a limited number of passes;</i> - <i>players cannot tackle one another;</i> - <i>areas where players' movement is restricted;</i> COOL DOWN/CONCLUSION: <i>..discuss where this tactic/strategy is likely to occur in a game;</i>	



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Net Games

Focus: Feeding/Footwork

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can play versions/adaptations of badminton and tennis in small sided games with bats/racquets of different shapes and sizes (including wooden paddle bats).</i> EXPLORE: <i>..using nets of varying heights (and rebounding against a wall where appropriate);</i> <i>..using a variety of missiles - size, weight, flight, density, etc.</i> <i>..hitting low and high shots and also from the forehand and backhand side;</i> EXPERIENCE: <i>..adjusting their footwork to compensate for the flight and position of the missile;</i> <i>..hitting a missile that arrives at different levels i.e.:</i> <i>- that is below waist height;</i> <i>- that is above the head;</i> <i>..hitting a missile that is fed to different sides of the body i.e.:</i> <i>- that are on the forehand side;</i> <i>- that are on the backhand side;</i> DEVELOP: <i>..moving towards/away from and across to reach an approaching missile;</i> <i>..a game that requires a missile being fed at different heights and directions and a scoring system that encourages a variety of returns;</i> <i>..a game that encourages counting/scoring consecutively i.e. rally;</i> CONSIDER: <i>..the change of grip required for the forehand and backhand;</i> <i>..when to hit defensive and attacking shots;</i>	KNOW: <i>..the correct foot placements and body positions for forehand and backhand shots;</i> APPLY: <i>..they can keep their balance using good footwork whilst also adopting the best body position to return a hit;</i> UNDERSTAND: <i>..the importance of hitting into a space when returning a hit;</i>
		Key Questions
		Identify the Problem: <i>Why is it important, to get into the best position possible, in order to return a missile in a game?</i> React to the Problem: <i>Where do you stand when you are preparing to return a missile?</i> Practice appropriate skills: <i>Where do you need to put your feet during a forehand and a backhand shot?</i> Make Connections: <i>What do you need to do once you have returned the missile?</i> Apply Solutions: <i>How can you make your movement around the court as effective as possible?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Net Games

Focus: Feeding/Footwork

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘Simon Says’ – play a game where the pupils respond according to the instructions given by the teacher (focus on footwork skills);</i> EXPLORE/EXPERIENCE: <i>..‘Throwing Golf’ – throw a bean bag underarm into a variety of hoops – see how few throws it takes to land their bean bag into every hoop;</i> <i>..consider the footwork necessary to throw accurately;</i> <i>..throw a ball for a partner to hit back/return;</i> <i>..throw a ball for a partner to ‘knock up’ before hitting/returning to their partner;</i> DEVELOP: <i>..play a cooperative game of hand/throw tennis – create a small court and throw a ball to land over the net (bench or parallel ropes);</i> <i>..play a competitive game of hand/throwing tennis so that their opponent cannot catch it after one bounce;</i> <i>..repeat with one player having a racket and the ball is thrown into positions where their opponent cannot return it;</i> <i>..repeat with both players having a racket:</i> <i>check grip – ‘shake hands grip’;</i> <i>stand in the ready position to receive;</i> <i>lift the ball, with a high follow through when hitting;</i> <i>self/drop feed to serve;</i> COOL DOWN/CONCLUSION: <i>..place a hoop between the two players play a cooperative game to see how many times they can hit the ball into the hoop. Set a time limit and see which pair can achieve the highest score;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>Why is it important, to get into the best position possible, in order to return a missile in a game?</i> Entering: (Working Towards) <i>They are able to show good footwork and balance whilst moving around the court and can return a missile with reasonable control.</i> Secure: (Working At) <i>They are able to sustain a rally in a game situation demonstrating good footwork, accuracy and control.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.</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 task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Striking/Fielding Games - Cricket

Focus: Throwing/Catching

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Games of rounders, stoolball, cricket and other similar striking/fielding games.</i> EXPLORE: <i>..different ways of throwing for accuracy (bowling) and distance (fielding) using a variety of balls and targets;</i> <i>..sending the ball by hitting it;</i> <i>..different ways of hitting a ball for distance and accuracy using a variety of bat shapes;</i> <i>..fielding/stopping, returning, throwing both high and rolling balls;</i> EXPERIENCE: <i>..different ways of throwing and catching using balls with a variety of properties;</i> <i>..using hoops held vertically as targets for bowling activities;</i> <i>..hitting a ball that has been bowled (fed) for the batter to hit (tees or balls attached to string/elastic may be used for a stationary or swinging ball);</i> DEVELOP: <i>..a game in 3's with bowling, batting and fielding practices;</i> <i>..a larger game 3 v 3 to increase participation, knowledge and tactics;</i> <i>..understanding of hitting/striking for accuracy as well as field placement;</i> CONSIDER: <i>..use cones/markers to mark sectors to allow hitting for accuracy;</i> <i>..running to cones/markers to collect/score runs;</i> <i>..the rules for the small sided games;</i>	KNOW: <i>..how to grip/hold the bat correctly;</i> APPLY: <i>..they can strike, throw and catch a ball with some degree of accuracy and control;</i> UNDERSTAND: <i>..the importance of being able to hit the ball into a space;</i>
		Key Questions Identify the Problem: <i>How can the fielding team prevent the batting team from scoring lots of runs/rounders?</i> React to the Problem: <i>What skills do the fielding team need to master?</i> Practice appropriate skills: <i>Where should the fielding team position themselves during a game?</i> Make Connections: <i>Where are the batting team most likely to hit the ball?</i> Apply Solutions: <i>Where should the fielding return the ball once they have fielded it?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Striking/Fielding Games - Cricket

Focus: Throwing/Catching

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>..relay racing in teams of 4:</i> - <i>roll the ball to a marker and return;</i> - <i>bounce the ball on the way to the marker and back;</i> - <i>throw and catch relay (as above);</i> EXPLORE/EXPERIENCE: <i>..pupils work with a partner – throwing and catching – vary the distance according to their success rate;</i> <i>..show different ways of catching the ball:</i> - <i>two hands cupped together at waist height;</i> - <i>two hands cupped (fingers up) at chest height;</i> <i>..throw/bounce a ball overarm into a hoop/target for their partner to catch;</i> <i>..from a standing position bowl with an overarm (straight arm) bowling action into a hoop/target;</i> <i>..add a run up to the bowling action;</i> DEVELOP: <i>..a game that involves batting where the ball has been:</i> - <i>drop fed;</i> - <i>underarm feed;</i> - <i>overarm bounce feed;</i> - <i>bowled;</i> <i>..include a third person to act as a fielder;</i> <i>..set up targets for the batsperson to hit through;</i> <i>..set up cooperative game for the bowler to bowl in such a way that the batsperson is able to hit the ball to the fielder and give a number of catching opportunities for the fielder to catch;</i> COOL DOWN/CONCLUSION: <i>..'Pepper Pot' – one pupil throws to each pupil standing in the line (semi-circle) and back, throwing to each in turn;</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>How can the fielding team prevent the batting team from scoring lots of runs/rounders?</i> Entering: (Working Towards) <i>They are able to demonstrate control in their skills and techniques when striking and fielding a ball in a small sided game situation.</i> Secure: (Working At) <i>They are able to demonstrate accuracy and control in their skills and techniques in a small sided game as well as show an understanding of basic tactics and strategies.</i> Exceeding: (Working Beyond) <i>They are able to perform their skills with precision and control in a game and use these skills effectively when applying their tactics and strategies in a game.</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 task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: *Creating Games*

Focus: *Striking/Fielding*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Traditional striking/fielding games i.e. cricket, rounders, softball, etc.</i> EXPLORE: <i>..using different sticks/bats, working with a partner, practice hitting a variety of missiles, i.e. size, shape, density, etc.</i> <i>..look at different ways in which:</i> - <i>the missile is to be fed/bowled/'T'd;</i> - <i>the grip on the bat/stick and missile;</i> - <i>the striking action - underarm, side swing, etc.</i> EXPERIENCE: <i>..creating rules for a game:</i> - <i>how many attempts to hit? (what if you miss?);</i> - <i>how are you out? (are you protecting a target?);</i> - <i>what happens when you are out?</i> - <i>how do you bowl/feed - under, over, circular action?</i> DEVELOP: <i>..a game that involves everyone:</i> - <i>how many players are needed?</i> - <i>identifying the aims of the game;</i> - <i>identifying some simple rules</i> CONSIDER: <i>..teaching their game to another group;</i> <i>..the distance and size/shape of the scoring area - how is it marked?</i> <i>..how runs are scored;</i> <i>..the direction in which you run i.e. straight, circular, return, etc;</i> <i>..how the game can be adapted/differentiated to ensure everyone can play/gain success - including wheelchair players;</i> <i>..the safety elements of the game;</i>	KNOW: <i>..how the rules of the game can influence the skills used;</i> APPLY: <i>..they can create rules for a game that involve feeding and hitting a missile with increasing success;</i> UNDERSTAND: <i>..the importance of accurate feeding to ensure a successful hit;</i>
		Key Questions
		Identify the Problem: <i>What skills do you need to be able to play the striking/fielding game you have created?</i> React to the Problem: <i>What are the most important tactics that the striking and fielding team need to remember when they play their game?</i> Practice appropriate skills: <i>How can you improve the quality of your team's tactics when playing your game?</i> Make Connections: <i>How can the team improve their performance in the game they have created?</i> Apply Solutions: <i>How will you know if your skills and tactics have been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: *Creating Games*

Focus: *Striking/Fielding*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> <i>o Lead a healthy active life – participate in regular sporting activities;</i> <i>o Works hard during exercise;</i> Secure <i>* Effort:</i> <i>o Be physically active for sustained periods;</i> <i>o Develop good fitness levels;</i> <i>o Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> <i>o Engage in competitive sporting activities;</i> <i>o Practice hard to improve fitness;</i> <i>o Represent a school team;</i>	Introduction/Warm Up: <i>..‘Netball Rounders’ – 2 teams of 4 play a game that involves throwing/catching a ball with each team trying to stump a base (organise the pitch with a similar layout to a netball court). Players may not run with the ball, etc. as in a game of netball.</i> EXPLORE/EXPERIENCE: <i>.. pupils should work with a partner whilst using a variety of different sticks/bats. They should practice hitting a variety of balls/missiles, i.e. size, shape, density, etc.</i> <i>..they should use a variety of hoops, ropes, markers, targets, posts, etc.</i> <i>..they should look at different ways in which:</i> <i>- the ball/missile is to be fed/bowled/'T'd;</i> <i>..they should consider how the bat is held and how to execute the striking action:</i> <i>- underarm, overarm;</i> <i>- side swing, etc.</i> DEVELOP: <i>..the pupils should create their game and identify the rules for their game, such as:</i> <i>- the number of players;</i> <i>- how many attempts do they get to hit the ball?</i> <i>- what if you miss the ball?</i> <i>- how do you get out?</i> <i>- are you protecting a target?</i> <i>- what happens when you are out?</i> <i>- how do you bowl/feed - under, over, circular action?</i> COOL DOWN/CONCLUSION: <i>..review the effectiveness /success of their game and listen to the opinions and views of others;</i>	Key Question – Week 1: Identify the Problem: <i>What skills do you need to be able to play the striking/fielding game you have created?</i> Entering: (Working Towards) <i>They are able to select and apply appropriate skills according to the needs of the game being played.</i> Secure: (Working At) <i>They are able to create a game, apply rules and use their individual skills such as feeding/hitting whilst also applying team tactics for the games they have created.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate a series of linked individual skills and an understanding of tactics and strategies by using them as appropriate within the game they have created.</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;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 **Activity: Invasion Games – Games Understanding** **Focus: Invading/Protecting** **No of Lessons: 6**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can adopt attacking and defending roles in games.</i> EXPLORE: <i>..attacking/shooting at goals/targets/nets at varying distances and heights, using a variety of different missiles:</i> - standing and then with an approach run; - trying to beat/go past a defender; <i>..defending:</i> - trying to find the best body position to defend; EXPERIENCE: <i>..attacking the defender - starting with the ball under control;</i> <i>..feinting/dummying to create space;</i> <i>..footwork skills to lose a defender - side step/swerve, etc.</i> <i>..varying their position in defence when protecting the goal:</i> - marking a player; - marking a space; <i>..'jockeying' - timing the tackle/interception - body position;</i> <i>..being able to remain balanced whilst moving backwards;</i> <i>..narrowing the approach run - forcing the attacker wide;</i> <i>..varying the distance of the defender away from the attacker;</i> DEVELOP: <i>..timing of the pass i.e. into space or feet?</i> <i>..goal keeping awareness and positioning:</i> - timing their run off the line; - narrowing the shooting angle; CONSIDER: <i>..covering each other in defence;</i> <i>..how to link up with another player;</i> <i>..how they may increase the power/accuracy of the shot;</i> <i>..facing towards/away from the defender/goal;</i>	KNOW: <i>..how balance and body position are important to gain success in both attack and defence;</i> APPLY: <i>..they can adopt the best body position and use appropriate skills to attack/defend in a game;</i> UNDERSTAND: <i>..where it is appropriate to shoot from and/or tackle to help their team;</i>
		Key Questions
		Identify the Problem: <i>Why is creating space when invading an important aspect in any game they play?</i> React to the Problem: <i>How can the team protecting the goal deny the attacking team the space they need?</i> Practice appropriate skills: <i>How can the defender make life difficult for the attacker without having to commit themselves into a tackle?</i> Make Connections: <i>How do invading/protecting skills transfer from one game to another?</i> Apply Solutions: <i>How will you know if your skills and tactics have been effective?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5 **Activity: Invasion Games – Games Understanding**

Focus: Invading/Protecting

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>..‘Chase the Tail’ – players tuck a tail down the back of their shorts. They play the game in groups of 5 of which one player is nominated to chase and collect the tails from all the others in the group. Set time limits to see who can collect the most tails in a specified time. Perhaps compete against another group to see who can collect the tails the quickest (it may be necessary to switch the chaser into the game with the opposition).</i> EXPLORE/EXPERIENCE: <i>..play a game that includes 4 hoops placed in the four corners of the court. 2 teams of 5 play the game with one player standing inside each of the four hoops. The game starts in the centre with both teams having an attacking hoop at each end of the court. The players must work out how to attack and defend the hoops. The teams need to work out:</i> - positioning; - tactics/strategies; - strengths and weaknesses of the opposition; - their own strengths and weaknesses; DEVELOP: <i>..continue to play the 4 hoop game but consider:</i> - marking players; - creating/finding space, losing your marker; - how can you score; - shooting/scoring techniques; - how can you prevent your opposition from scoring; COOL DOWN/CONCLUSION: <i>..Challenge – ‘Sumo Wrestling’ – players stand in a sumo pose and try to touch the calf of their opponent without being caught themselves.</i>	Key Question – Week 1: Identify the Problem: <i>Why is creating space when invading an important aspect in any game they play?</i> Entering: (Working Towards) <i>They are able to select and apply appropriate skills according to the needs of the game being played.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of both attack and defence by applying appropriate skills and tactics.</i> Exceeding: (Working Beyond) <i>They are able to demonstrate a series of linked individual skills and an understanding of tactics and strategies by using them as appropriate when invading/protecting within a modified game.</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 task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Invasion Games - Netball

Focus: Shooting/Keeping/Scoring

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Have played invasion games such as football, hockey, basketball and netball.</i> EXPLORE: <i>..different positions to adopt in order to defend against an opponent;</i> <i>..find ways/types of shooting increasing:</i> - accuracy/direction; - deception; <i>..the best body position for defenders to adopt;</i> EXPERIENCE: <i>..as a goalkeeper:</i> - their position in relation to the target; - when they should close down the attacker/shooter; - how the shot is blocked/deflected; <i>..as a shooter:</i> - keeping control, quick control; - accurate shots; - passing to a team mate (assist); <i>..blocking and going in for the rebound;</i> DEVELOP: <i>..cooperative 1v1 practices that allow success:</i> - timing of the block/timing of the shot; <i>..increase opposition/competition/reduce time;</i> <i>..develop game situations - players attacking the goal;</i> 3v2; 2v1; CONSIDER: <i>..the height of the net;</i> <i>..the pairing of pupils – matching their heights;</i>	KNOW: <i>..how to shoot in different ways as well as how to gather/stop a shot;</i> APPLY: <i>..they can shoot as well as position themselves in order to make a save/block;</i> UNDERSTAND: <i>..the importance of body position when shooting and goalkeeping;</i>
		Key Questions Identify the Problem: <i>Where should the defenders position themselves to make it difficult for the attacker to score?</i> React to the Problem: <i>When should the defenders close down the gap between themselves and the attacker?</i> Practice appropriate skills: <i>How can the defenders improve their ability to block shots?</i> Make Connections: <i>How can the two defenders work more effectively together?</i> Apply Solutions: <i>What tactics will the defensive team use in order to prevent the attacking team from scoring?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Invasion Games - Netball

Focus: Shooting/Keeping/Scoring

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: ..'End Ball' – 2 teams of 3 (or 4), one player stands behind the end line of the court (20m x 10m). Players are not allowed to run with the ball. The aim of the game is to pass the ball to the player who is standing behind the end line. Consider: - players can only score with a specific type of pass; - players cannot pass over head height; - players cannot pass over a specific distance (10m); EXPLORE/EXPERIENCE: ..'Fill the Corner' – 3 players fill three of the four corners of a square. Players start by chest passing the ball diagonally across the square and must then move, filling the empty space in the square. Once a player has received the pass they are not allowed to pass the ball back to the player who passed it them. Pupils should see if they are able to complete 20 passes without making a mistake. ..repeat but use a bounce pass, etc. DEVELOP: ..'3 Hoop Ball' – a 4 v 4 game, played in a double grid (20m x 10m). Players are not allowed to run with the ball. The ball may be passed using a chest pass, bounce pass or shoulder pass. A goal is scored by bouncing the ball into any one of the 3 hoops on the end line. ..repeat the game using different targets/goals; COOL DOWN/CONCLUSION: ..'Tag Ball' – The game is played with groups of 8 and in a double grid. Players are not allowed to run with the ball. They must pass the ball in order to keep it away from the tagger. A player is caught if the tagger is able to touch (tag) a player whilst they are still holding the ball.	Key Question – Week 1: Identify the Problem: Where should a goalkeeper position themselves to make it difficult for the attacker to score? Entering: (Working Towards) <i>They are able to show good positioning, handling and other goalkeeping skills within small sided games, demonstrating reasonable control.</i> Secure: (Working At) <i>They are able to play small sided games using appropriate skills with accuracy including shooting, scoring and goal keeping.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.</i>
Differentiation/Resources		
* Hoops, ropes and markers; * Skittles, cones, canes, blocks; * A wide variety of balls, bean bags, 'missiles'; * Sticks, bats & rackets; * Bibs; * Modify the task; * Increase/decrease the: - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Invasion Games - Rugby

Focus: Support Play/Spatial Awareness

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can successfully employ individual skills when playing small sided team games such as: football, netball, hockey, etc.</i> EXPLORE: <i>..a variety of conditions/situations/activities that encourage keeping possession:</i> - developing spatial awareness in a large area; - numerical advantage; - restrictions on the movement of the defenders; <i>..the best position for receiving the pass, i.e. creating width;</i> <i>..the best types of pass to ensure keeping possession:</i> - football: side foot pass - keep the ball on the ground; - netball/basketball: chest pass - direct passes; - hockey: push pass - keeping stick in contact with ball; <i>..early control of the ball to allow a quick return pass;</i> EXPERIENCE: <i>..small sided games that encourage players to run into a number of different position in order to give the players with the ball a number of different options;</i> <i>..reducing size of playing area to improve spatial awareness;</i> DEVELOP: <i>..games that award points for good support play;</i> <i>..games that encourage early passing:</i> - no dribbling - running into space to receive a pass; - limit time holding the ball, i.e. 'red hot ball'; CONSIDER: <i>..the different options necessary when in attack or defence:</i> - coming short/close to receive a pass; - going away/long to receive a pass - to spread/stretch the defence; - going wide to create width in attack;	KNOW: <i>..when to play short passes and when to spread the play with long passes;</i> APPLY: <i>..they can play simple passes and create space to support others and help their team to keep possession;</i> UNDERSTAND: <i>..the importance of giving the player with the ball a number of different options;</i>
		Key Questions
		Identify the Problem: <i>Why is it important for players in the attacking team to keep themselves available to receive a pass?</i> React to the Problem: <i>Where should the team in possession 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 retain possession in a game?</i> Apply Solutions: <i>How can you improve your team tactics to improve your support play?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Invasion Games - Rugby

Focus: Support Play/Spatial Awareness

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘Ball Tag’ – play the game in a 10m² grid. Play in small groups, identifying one pupil to be the tagger. The tagger must keep hold of the ball, whilst trying to touch (tag) one of the group with the ball. See how many players can be tagged in 30 secs.</i> EXPLORE/EXPERIENCE: <i>..2 v 1 Game – Working in a 10m² grid the 2 attacking players start with the ball at the opposite end of the grid to the defender:</i> <i>- the 2 attacking players should try to stay as far apart as possible in order to make it difficult for the defender to tag an opponent;</i> <i>- both attackers score a point if a try is scored;</i> <i>- the ball should be passed in a backward direction;</i> <i>- the defender scores a point if they tag a player (2 hands below the waist) when they are in possession of the ball;</i> DEVELOP: <i>..‘End Ball’ – Play in a double grid (20m x 10m). Pass the ball in any direction until it is possible to pass the ball to a player standing behind the end line of the court. Play in teams of 3 or 4. Gradually reduce the number of steps the player with the ball can run i.e. 3 steps, 2 steps, 1 step, no running with the ball.</i> COOL DOWN/CONCLUSION: <i>..Repeat the game ‘Ball Tag’ but this time once a player has been tagged the player who has been tagged must join the tagger and attempt to tag more players. However, once another player has been tagged the taggers are no longer allowed to run with the ball, instead they must try to corner a player in order to touch them with the ball.</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important for players in the attacking team to keep themselves available to receive a pass?</i> Entering: (Working Towards) <i>They are able to use their understanding to modify and improve their performance when supporting others in a small sided game.</i> Secure: (Working At) <i>They are able to use their understanding in order to retain possession for their team by emphasising the need for good support play during a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.</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>* Bibs;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Net Games - Tennis

Focus: Forehand/Backhand

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Games such as short tennis, badminton, volleyball.</i> EXPLORE: <i>..hitting a variety of missiles when:</i> - using correct footwork to hit - underarm and overarm; - returning - forehand and backhand (changing grip); - aiming at a target or rebounding against a wall; <i>..using a variety of implements:</i> - hand; - bat/racquet (with handles of differing lengths); <i>..a game they have created that involves different equipment;</i> EXPERIENCE: <i>..working with a partner to feed/hit and return;</i> <i>..playing over different height nets;</i> <i>..different grips, swing and footwork for both forehand and backhand shots;</i> <i>..hitting low/high:</i> - aiming at a target; - into space; DEVELOP: <i>..the ability to change their feet to keep their balance and get their bodies into the right position to hit;</i> <i>..a continuous rally;</i> <i>..the ability to make judgements on their own and others' performances;</i> CONSIDER: <i>..applying conditions to their games to enable them to gain success, i.e. hit ups/knock ups to enable them to get their feet and bodies into the correct position;</i>	KNOW: <i>..how different equipment can affect their performance;</i> APPLY: <i>..they can hit a missile(s) using both forehand and backhand shots;</i> UNDERSTAND: <i>..the importance of the correct footwork to get the body into the correct position;</i>
		Key Questions Identify the Problem: <i>Where do you place your feet when hitting a missile on the forehand and backhand?</i> React to the Problem: <i>Where would you aim a missile when playing in a game?</i> Practice appropriate skills: <i>When should you hit the missile across court and when should you hit it down the line?</i> Make Connections: <i>What is the importance of your position (where you stand) on the court?</i> Apply Solutions: <i>What is the importance of a good follow through when hitting a missile?</i>



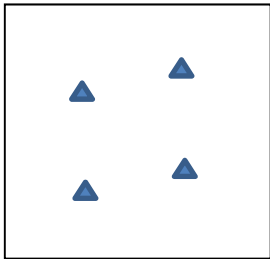
Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: *Net Games - Tennis*

Focus: *Forehand/Backhand*

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>..'Hit the Cone' – in groups of 12 (6 v 6) play a game that involves placing 4 cones placed anywhere on the pitch. Players throw and catch and run into position to hit any of the cones on the pitch. The game is restarted from the side-line.</i>  EXPLORE/EXPERIENCE: <i>..'Hand Tennis' – play a game of singles tennis (in a narrow court) with either a bench or parallel lines (ropes?) acting as a net. Pupils use an underarm throw to throw a ball into the spaces trying to manoeuvre a player out of position in order to score a point. The ball is allowed to bounce once on each side of the net. Players are not allowed to move with the ball and must throw it back within 2 seconds.</i> <i>..hit a forehand ground stroke that they have drop fed to themselves for their partner to catch;</i> <i>..throw/feed a ball for their partner to hit back with a forehand ground stroke;</i> DEVELOP: <i>..pupils use a forehand ground stroke to develop a rally with their partner;</i> <i>..'King of the Court' – play a game with one player on one side of the court (teacher?) and a group of 6 pupils on the other side. The pupils hit a shot and then run-around to the back of the line. If a player makes a mistake, by hitting the ball into the net, out of court, etc. they lose a 'life'.</i> COOL DOWN/CONCLUSION: <i>..'Circle Tennis' – in groups of 6, hit a ball around a circle.</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>Where do you place your feet when hitting a missile on the forehand and backhand?</i> Entering: (Working Towards) <i>They are able to hit a ball with control with both forehand and backhand shots.</i> Secure: (Working At) <i>They are able to demonstrate control and fluency when playing a rally during a game using both forehand and backhand shots.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when playing a rally in a game. They are able to use forehand and backhand shots effectively in both attack and defence.</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>* Bibs;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Striking/Fielding Games - Rounders

Focus: Positioning/Moving

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Games such as rounders, softball, cricket, stool ball.</i> EXPLORE: <i>..a variety of different stances to allow the free swinging of the bat:</i> - side-ways on; - twisted; - facing; <i>..the timing of the swing of the bat and the resulting direction the ball will travel;</i> EXPERIENCE: <i>..working with a partner to feed and return;</i> <i>..different grips, swing and footwork for achieving the most power and control when hitting;</i> <i>..stepping forwards and backwards to hit a ball:</i> - aiming at a target; - aiming into space. DEVELOP: <i>..the ability to move their feet to get their bodies into the right position to hit;</i> <i>..hitting, following through and moving/running;</i> <i>..a small game to practice hitting and running;</i> CONSIDER: <i>..the distance they will need to run;</i> <i>..the position and number of fielders when running;</i> <i>..the feeding/bowling action;</i> <i>..the speed and direction of the delivery;</i> <i>..the number of attempts each batsperson will be allowed;</i>	KNOW: <i>..how to adjust their body position to accommodate the swing of the bat;</i> APPLY: <i>..they can adopt the best body position to swing a bat and make contact with a ball, that has been fed/bowled at appropriate speeds, directions and levels;</i> UNDERSTAND: <i>..the importance of good footwork to keep the body balanced when hitting the ball;</i>
		Key Questions
		Identify the Problem: <i>What will influence the position of the players in the fielding team?</i> React to the Problem: <i>What should the fielding team do when the ball is being bowled?</i> Practice appropriate skills: <i>Where should the batting team aim to hit the ball during a game?</i> Make Connections: <i>What will influence where the ball is hit?</i> Apply Solutions: <i>How should the bowler bowl the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Striking/Fielding Games - Rounders

Focus: Positioning/Moving

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>..'Simon Says' – pupils perform warm-up actions, stretches and aerobic activities according to what the teacher calls such as 5 star jumps, run on the spot, 5 tuck jumps, arm circles, calf stretches, etc.</i> EXPLORE/EXPERIENCE: <i>..'Hit though the Target' – in groups of 3 one player bowls, the second bats and the third fields. Change roles after every 3 bowls. Batters score a point for every time they hit the ball through the target.</i> DEVELOP: <i>..'Chain Gang Rounders' – organise two teams, one batting the other fielding. Set up a rounders pitch with the fielding team dispersed appropriately to retrieve the ball from wherever it is hit. The batting team take it in turns to hit the ball, but after the first player hits the ball, the whole team run around the rounders bases. The number of rounders is decided by seeing how many of the players get around the bases before the fielding shout 'Stop' at this point the number of rounders is decided. To enable the fielding team to be able to shout 'Stop' the player who initially fields the ball, starts the chain by passing the ball over their own head and then all the rest of the team follow suit. The first player can run into a position to help the rest of the fielding team. The last player in the line shouts 'Stop' when they receive the ball. Once everyone has had a turn to bat the 2 teams change over.</i> COOL DOWN/CONCLUSION: <i>..'Tunnel Ball' – relay game that involves rolling a ball through the legs of all the team until it reaches the rear most person, who then runs to the front and continues the process.</i>	Key Question – Week 1: Identify the Problem: <i>What will influence the position of the players in the fielding team?</i> Entering: (Working Towards) <i>They are able to use their understanding to modify and improve their performance when hitting a ball in small sided game.</i> Secure: (Working At) <i>They are able to use their games awareness to position themselves when fielding and to use their understanding in order to aim and effectively strike the ball in a specific direction during a game.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a striking/fielding game.</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 task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Creating Games

Focus: Net Games

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Individual hitting skills used in games such as short tennis, badminton, squash, table tennis, volleyball.</i> EXPLORE: <i>..different ways of working as an individual aiming at a target or rebounding against a wall when:</i> <i>- hitting - up, down and forwards;</i> <i>- serving - underarm and overarm;</i> <i>..work with a partner to serve and return;</i> <i>..using a variety of implements i.e. hand, bat, racket;</i> <i>..using a variety of 'missiles' i.e. ball, shuttle, bean bag, etc.</i> EXPERIENCE: <i>..creating a game/challenge as an individual;</i> <i>..creating a game with rules with a partner;</i> DEVELOP: <i>..simple tactics for the playing of the game;</i> <i>..a game for more than two people;</i> <i>..different grips, swing and footwork for forehand and backhand shots where relevant;</i> <i>..the ability to evaluate the success of the game and say how it may be improved;</i> CONSIDER: <i>..how the game can be made either easier or more challenging according to the degree of success that is gained;</i> <i>..the size of the court/ball/shuttle/target/height of net;</i> <i>..a scoring system, starts/re-starts, rules, length of game, etc.</i> <i>..the role of the umpire;</i> <i>..the environment in which the game is to be played, i.e. height, surface, windows, the safety of others;</i> <i>..whether the game should be co-operative or competitive;</i>	KNOW: <i>..the importance of rules for the successful playing of a game;</i> APPLY: <i>..they can make up a game with appropriate rules that is fun, challenging and interesting to play;</i> UNDERSTAND: <i>..their importance of abiding by the rules that have been laid down;</i>
		Key Questions
		Identify the Problem: <i>What rules and scoring system do you need to play the game you have created?</i> React to the Problem: <i>What skills and tactics do you need to play your game?</i> Practice appropriate skills: <i>Can you design a skills practice that involves an extended rally to help you play your game?</i> Make Connections: <i>What does the pair/team need to do improve their performance in the game they have created?</i> Apply Solutions: <i>How will you know if the skills and tactics have been effective in your game?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Creating Games

Focus: Net Games

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>..‘Racket Golf’ – Create a game where players hit a ball/shuttle/missile into a variety of hoops, shapes, etc. over or behind obstacles (bunkers). They play the next shot from where the first shot lands. They count the number of shots they take to play the round of ‘golf’.</i> EXPLORE/EXPERIENCE: <i>..pupils make up their own games:</i> - aiming/shooting; - targets/nets/courts; - rules/conditions; - number of players/equipment/rackets; <i>..the game can be cooperative or competitive and involve any equipment;</i> DEVELOP: <i>..the rules of their game by challenging other players and consider their opinions and comments;</i> <i>..revise the rules and conditions of the game accordingly;</i> <i>..adjust and modify tactics and strategies accordingly to make themselves more competitive;</i> <i>..consider positioning and relationship to the other player(s) and their formations when in both attack and defence;</i> COOL DOWN/CONCLUSION: <i>..‘Yute Circle’ – a trust activity that involves approximately 8 pupils holding hands and standing in a circle (even number only). The group number themselves off 1 and 2. Then the number 1s lean in and the number 2s lean out. Each pupil counter balances the other. If there is a weak link the whole activity fails! Pupils must take responsibility for the safety of the other in the group.</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>What rules and scoring system do you need to play the game you have created?</i> Entering: (Working Towards) <i>They are able to use their understanding to modify and improve their performance when playing a rally in a small sided net game.</i> Secure: (Working At) <i>They are able to use their games awareness to create a net game and to use their understanding in order to hit a missile and sustain a rally during a game.</i> Exceeding: (Working Beyond) <i>They are able to successfully play a net game they have created with appropriate levels of skill and can modify and comment upon those skills as the game develops.</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 task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Invasion Games - Games Understanding Focus: Retaining Possession

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Any invasion game: football, hockey, netball, basketball, etc.</i> EXPLORE: <i>..in a variety of situations, ways of:</i> - <i>receiving - trapping/cushioning/controlling;</i> - <i>passing/dribbling/shooting;</i> - <i>moving into space off the ball;</i> - <i>supporting other players;</i> - <i>turning with the ball;</i> <i>..where the different movements/passes would take place within a games situation;</i> EXPERIENCE: <i>..the skills needed to retain possession:</i> - <i>individual control using different body parts/sticks, etc</i> - <i>cushioning the ball, shielding the ball, passing, turning with the ball;</i> - <i>receiving and controlling/shielding the ball;</i> - <i>moving into space to receive a pass;</i> DEVELOP: <i>..by limiting the number of touches to control the ball before passing;</i> <i>..the wall pass - running into space to receive a pass;</i> <i>..games that have conditions, i.e. based upon the number of consecutive passes without losing possession (10 passes=1 goal)</i> CONSIDER: <i>..how and why you create width?</i> <i>..the distance away of the supporting player;</i> <i>..where is the best position on the pitch to keep possession;</i> <i>..other conditioned games - rules - scoring systems to reinforce keeping possession i.e. no running with the ball, no passes above head height, only two touches, etc.</i>	KNOW: <i>..what, where and when to use the skills practised;</i> APPLY: <i>..they can select appropriate skills, according to the game situation, in order to retain possession;</i> UNDERSTAND: <i>..that the skills learnt can be related to other invasion games;</i>
		Key Questions
		Identify the Problem: <i>What is the best way to retain possession in a game?</i> React to the Problem: <i>What do supporting players need to do in order to retain possession?</i> Practice appropriate skills: <i>Why is quick/close control of the ball important to enable you to retain possession?</i> Make Connections: <i>Why is creating width in a game important in order to retain possession?</i> Apply Solutions: <i>How can you make it difficult for your opponents to retain possession?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Invasion Games - Games Understanding

Focus: Retaining Possession

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>..‘Basketball Knockout’ – play several small games at the same time. All players continuously dribble a basketball and must remain in a set area/space. One player wears a bib and is nominated as the ‘tagger’. The tagger must also dribble continuously whilst trying to knock the ball out of the way of the rest of the group. If someone loses control of the ball that player is then eliminated from the game or ‘loses a life’.</i> EXPLORE/EXPERIENCE: <i>..‘Zone Passing’ – four players from one team stand in each of the four quarters/zones of a square. They are matched by four players from the opposite team. Both teams are restricted to their respective zones. The aim of the game is to make four consecutive passes so that each player is able to receive the ball without it being intercepted by the opposition.</i> <i>..repeat and try to pass to each of the four zones in order/succession. In this game it is important to be able to create space by sudden changes of direction and speed, whilst also using feints and dodges.</i> DEVELOP: <i>..‘King Pin’ – 2 teams of 4 play a game where two players from each team stand in a hoop at the opposite end of the court. The aim of the game is to pass the ball to either of the two players whilst they are standing in their hoop. Players may pass or dribble but can only shoot when they are in the attacking third of the court.</i> <i>..repeat the game but play the game where the hoop players may leave their hoop (but must be inside to catch and score).</i> COOL DOWN/CONCLUSION: <i>..review tactics and strategies to consider their effectiveness;</i>	Key Question – Week 1: Identify the Problem: <i>What is the best way to retain possession in a game?</i> Entering: (Working Towards) <i>They are able to demonstrate appropriate skills within small sided games, showing reasonable control.</i> Secure: (Working At) <i>They are able to play small sided games using appropriate skills and tactics in order to retain possession.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan and implement their own and others tactics and strategies in a game situation.</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>* Grids, bibs;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Invasion Games - Hockey

Focus: Tactics in Attack and Defence

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can successfully play small-sided team games in football, netball, hockey, or rugby.</i> EXPLORE: <i>..a number of different ways of restarting the game from set pieces:</i> - throw-ins, side-line ball, line-out, etc. - kick off, centre, etc. - corners; - free kicks/passes, etc. - goal kicks, hit outs, drop outs, pass out, etc. <i>ensuring they keep possession.</i> EXPERIENCE: <i>..working in small groups to organise tactics and variations;</i> <i>..the signals/codes/signs to be used;</i> <i>..each players role and their positions;</i> <i>..how the other team are to be deceived;</i> DEVELOP: <i>..tactics to be used within a game:</i> - looking at different formations in defence; - strategies to outwit the other team in attack; - changing formations to counter the opposing team; CONSIDER: <i>..how your team would counter/accommodate the changes/tactics of the other team;</i> <i>..allowing time/time outs to discuss tactics and organising counter tactics;</i> <i>..discussing afterwards what worked/why/what were they trying to achieve? etc.</i>	KNOW: <i>..how certain codes, signals and tactics should be followed and why;</i> APPLY: <i>..they can work out and/or follow a tactic organised by their team in both attack and defence;</i> UNDERSTAND: <i>..the importance of adopting certain roles within a team;</i>
		Key Questions
		Identify the Problem: <i>Why are tactics at 'set pieces' an important part of any game?</i> React to the Problem: <i>How can you defend at a 'set piece'?</i> Practice appropriate skills: <i>How can you help to ensure a 'set piece' works effectively?</i> Make Connections: <i>How do the tactics at 'set pieces' transfer from one game to another?</i> Apply Solutions: <i>How will make it difficult for your opponents to score/get a shot on goal/target during a 'set piece'?</i>



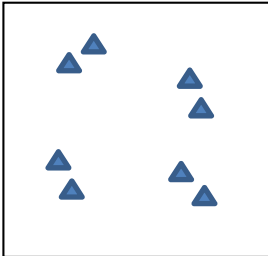
Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Invasion Games - Hockey

Focus: Tactics in Attack and Defence

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</i>	Introduction/Warm Up: ..'Four Goal Game' – in groups of 12 (6 v 6) play a game that involves creating 4 goals placed anywhere on the pitch. The goal may be attacked from either side. Teams cannot score a goal through the same goal twice in succession. Teams need to work out their tactics necessary to play the game; particularly how to attack and defend each of the goals.  EXPLORE/EXPERIENCE: ..'Two Gate Hockey' – play a game with two teams of 4-a-side, with two goals placed at both ends of the pitch. Teams can score a goal by hitting the ball through either of the 2 goals. Teams can switch the direction of the attack at any time. Players need to consider marking members of the opposition and knowing when to mark tight (when they are close to the goal) and when to allow them some space (when they are in their own half). DEVELOP: ..repeat 'Two Gate Hockey' but add a condition such as players may only have 3 touches of the ball before passing or shooting. They must then move into a space in order to receive a pass. This means they need to consider tactics in relation to how they might lose a marker or find space, whilst also keeping themselves available to receive a pass. COOL DOWN/CONCLUSION: ..'Body Parts Game' – a cooperative game where pupils work with a partner to make contact body part to body part, such as elbow to knee, foot to shoulder, etc.	Key Question – Week 1: Identify the Problem: <i>Why are tactics at 'set pieces' an important part of any game?</i> Entering: (Working Towards) <i>They are able to demonstrate good skills and apply tactics and strategies in small game situations using a variety of techniques and ideas.</i> Secure: (Working At) <i>They are able to demonstrate their games skills as well as apply tactics, strategies and set piece moves whilst playing in a small sided game.</i> Exceeding: (Working Beyond) <i>They are able to take the initiative in a game demonstrating their own ideas and actions when organising tactics, strategies and set piece moves.</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>*Bibs, grids;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Invasion Games - Football

Focus: Teamwork/Formations

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can play games involving attack and defence and know the importance of teamwork.</i> EXPLORE: <i>..defensive formations - defending as a team:</i> - one-on-one; - zoning: keeping goal side; <i>..attacking formations - losing an opponent;</i> - overlapping; - switching places; EXPERIENCE: <i>..losing an opponent;</i> <i>..creating width in an attack and providing different options;</i> <i>..breaking down the defence by playing:</i> - 1-2's (wall passes); - running off the ball; - dribbling at/past a defender; <i>..providing cover in defence (depth in defence);</i> DEVELOP: <i>..games that encourage teams to retain possession i.e. score a goal for every 10 consecutive passes;</i> <i>..conditioned games - i.e. 2 touches;</i> <i>..games that concentrate (overload) the defence 2v1, 3v2;</i> <i>..different formations when playing;</i> CONSIDER: <i>..directing/channelling the attackers - forcing them away from goal - how do the other players cover?</i> <i>..using grids to create small game situations;</i> <i>..the formations created by different team strategies;</i> <i>..different roles within a team - leadership/cooperation;</i>	KNOW: <i>..how to work together as a team in both attack and defence and the formations that will support this;</i> APPLY: <i>..they can work for the team by creating width/space in attack and by denying space in defence;</i> UNDERSTAND: <i>..the principles of attack and defence in a team game;</i>
		Key Questions Identify the Problem: <i>Why would you choose one particular team formation?</i> React to the Problem: <i>Why would you change from one team formation to another?</i> Practice appropriate skills: <i>How can good quality passing and dribbling skills improve the quality of your team tactics/formations?</i> Make Connections: <i>How does width in attack help during an attacking situation?</i> Apply Solutions: <i>How will you organise your defence to counter a team that plays with a lot of width?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: *Invasion Games - Football*

Focus: *Teamwork/Formations*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: ..'Triangle Tag' – in groups of 4, three hold hands and form a triangle whilst the fourth becomes the 'tagger', who is free to chase the tail of the pupil on the far side of the triangle. The 3 in the triangle keep moving left and right to protect the pupil with the tail. EXPLORE/EXPERIENCE: ..'Pass and follow the pass' – in groups of 5 start with 2 players in one corner, one of which starts with the ball. That player passes to the next player and then follows the pass into the next corner. Continue until everyone is back in their original position. DEVELOP: ..in their groups pupils should design a way of restarting the game from a throw-in. They should find ways of losing their marker, and agree tactics that may be used in a game. ..in their groups of 5 play a game against another team of 'Throw, Head, Catch' – players try to score a goal with a 'header'. Important - Players may not intercept with a catch. ..play a game of 5-a-side football. Condition the game if necessary to include: - two touches; - no kicking/passing above head height; - no talking; COOL DOWN/CONCLUSION: .. group challenge – in their groups of 5, form a circle juggle the ball and between them see how many times can they keep the ball in the air?	Key Question – Week 1: Identify the Problem: <i>Why would you choose one particular team formation?</i> Entering: (Working Towards) <i>They are able to use their understanding of games play to modify and improve their team performances, considering both tactics and formations.</i> Secure: (Working At) <i>They are able to use their understanding of team games to organise formations and tactics, for themselves and others, during small sided games.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding of competitive games play to plan, implement and assess the success of their own and others formations, tactics and strategies in a game situation.</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>* Grids, bibs;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Net Games - Tennis

Focus: Partner work/Tactics/Rules

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Games relating to the games of short tennis, badminton, squash, volleyball.</i> EXPLORE: <i>..different ways of serving and hitting with a partner;</i> <i>..aiming and directing towards targets to improve accuracy;</i> <i>..varying hits - both forehand/backhand/overhead etc.</i> <i>..games that make your partner move - forwards/backwards, and from side to side;</i> <i>..actions that will disguise the direction of the hit;</i> EXPERIENCE: <i>..serving and returning serve - aiming for space - adjusting the body position to ensure a good contact on the hit;</i> <i>..attacking and defensive shots - low over the net, and high to the back;</i> <i>..different amounts of backswing;</i> <i>..making up rules and following prescribed rules;</i> DEVELOP: <i>..a co-operative rally - directing shots into agreed spaces;</i> <i>..a variety of shots played from different areas in relation to the body i.e. above head height, below waist level, etc.</i> <i>..an awareness of others on the court, leading to a competitive game developing the ability to play shots into a space.</i> CONSIDER: <i>..foot placement, footwork, hand placement and grip involved;</i> <i>..court size and net height;</i> <i>..the height of the return above the net;</i> <i>..variation in the height and length of the returns;</i> <i>..the type/amount of wrist, elbow or arm action required;</i> <i>..forehand and backhand shots and the difference in each action;</i>	KNOW: <i>..how to position themselves for both attacking and defensive tactics;</i> APPLY: <i>..they can play a game and make decisions concerning attacking/defensive formations and tactics;</i> UNDERSTAND: <i>..the importance of tactics to outwit their opponent(s) in an individual/small sided game;</i>
		Key Questions
		Identify the Problem: <i>Why would you and your partner choose one particular team formation?</i> React to the Problem: <i>Why would you change from one team formation to another?</i> Practice appropriate skills: <i>How can good quality hitting skills improve the quality of you and your partner's tactics/formations?</i> Make Connections: <i>How does hitting into space help during an attacking situation?</i> Apply Solutions: <i>How will you organise your defence to counter a team that plays/hits into space?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Net Games - Tennis

Focus: Partner work/Tactics/Rules

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - Asks questions; - Volunteers answers; - Seeks help/advice; Secure <i>* Determined:</i> - Wants to improve; - Continues to try even after failure; - Responds well to a challenge; - Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - Can think creatively to find solutions; - Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>..'Hand Tennis' – play a game of doubles underarm throw hand tennis, creating a net from benches, chairs, ropes etc. The aim of the game is to throw into a space to prevent your opponent from catching or retrieving the ball, in order to throw it back over the net. Pupils should think about their positioning on the court and how they cover for each other.</i> EXPLORE/EXPERIENCE: <i>..play a continuous rally, that is cooperative in nature, with a partner. Use a 'knock-up' to help keep the rally going. Using a 'knock-up' will allow each pupil to get the ball, their feet and the racket into the correct position, in relation to the body, to return the ball:</i> - emphasise the lifting action when hitting the ball; - follow through in the direction of the hit; <i>..repeat the cooperative, continuous rally but the second time play alternative forehand and backhand shots – see how many continuous shots are played;</i> <i>..play a competitive game – keep score;</i> DEVELOP: <i>..'Keep the Kettle Boiling' – divide a group of 8 players on a court with 4 at each end. To start the game the first player uses an underarm ground stroke to hit the ball across the net before moving to the back of the line in which they are standing. The receiver returns the ball before moving to the back of their line as well. If a player makes a mistake by hitting the ball into the net or out of court they 'lose a life'.</i> COOL DOWN/CONCLUSION: <i>..see how many punch volleys can be played together when standing close to one another (3m apart);</i>	Key Question – Week 1: Identify the Problem: <i>Why would you and your partner choose one particular team formation?</i> Entering: (Working Towards) <i>They are able to select and apply appropriate skills according to the needs of the game being played.</i> Secure: (Working At) <i>They are able to demonstrate an understanding of tactics in both singles and doubles play by applying appropriate skills and tactics.</i> Exceeding: (Working Beyond) <i>They are able, with a partner, to make appropriate shot selection to sustain a rally and demonstrate an understanding of 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 task;</i> <i>* Increase/decrease the:</i> time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Striking/Fielding Games - Cricket

Focus: Bowling/Striking

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: Games involving bowling and striking/hitting i.e. rounders, cricket, stoolball, softball, etc. EXPLORE: ..different ways of - bowling: - body position/foot placement; - arm action/follow through; ..different ways of - striking/hitting: - stance/back lift/recoil; - swing of bat/follow through; EXPERIENCE: ..bowling underarm and overarm as appropriate according to distance and speed of delivery; ..swinging the bat and the timing of the swing according to the speed and level of the ball; ..bowling and striking for accuracy - consider the use of targets set vertically (hoops/stumps) or on the floor (hoops); ..correct foot placement when bowling and striking; DEVELOP: ..the ability to: - direct the ball when hitting - to off and on sides; - hit for distance, height or to keep the ball low; - hit and run; ..partner/small group activities to practice bowling and hitting; ..games that will encourage the development of specific stokes; ..competitive small sided games, scoring runs/rounders, etc. CONSIDER: ..approach run, stepping in to bowl; ..point of release, speed of delivery and follow through when bowling; ..the grip for the most effective release of the ball; ..the position of the hands on the bat; ..the back lift/recoil position in preparation for the hit; ..the swing of the bat, the body position and the follow through;	KNOW: ..the most effective hand/arm/body action to bowl and strike a ball; APPLY: ..they can bowl and hit a ball with increasing degrees of success; UNDERSTAND: ..that the correct grip, swing and follow through will all influence the outcome of the bowling action/shot;
		Key Questions
		Identify the Problem: <i>What will influence the direction in which the ball will be hit?</i> React to the Problem: <i>How will the bowler try to prevent the batting team from scoring runs/rounders?</i> Practice appropriate skills: <i>What would influence your attacking and defensive options when batting?</i> Make Connections: <i>How will the bowling team change their tactics in response to the success of the batting team?</i> Apply Solutions: <i>How should the bowler respond to the fielding positions of his/her team when bowling the ball?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Striking/Fielding Games - Cricket

Focus: Bowling/Striking

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> ○ <i>Is a positive influence on others;</i> ○ <i>Brings their kit;</i> ○ <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> ○ <i>Listens to instructions;</i> ○ <i>Has good manners;</i> ○ <i>Works well with others;</i> ○ <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> ○ <i>Plays fairly and according to the rules;</i> ○ <i>Copes well with success and failure;</i> ○ <i>Sets an example to others;</i>	Introduction/Warm Up: <i>..throwing and catching practice with a partner;</i> EXPLORE/EXPERIENCE: <i>..pupils should practice bowling and batting in pairs. The bowler should start with:</i> - <i>an overarm throwing/feeding action;</i> - <i>an overarm standing bowling action;</i> - <i>a full bowling action but with a run up added;</i> <i>The bowler should have some markers place on the ground to aim for in order to get the batsperson out. The batsperson should concentrate on keeping the ball down so that they do not give a catch in a game. The batter can be set different challenges:</i> - <i>play forward or backward defences;</i> - <i>don't let the ball reach a specific marker/line;</i> - <i>hit the ball between pairs of set markers;</i> - <i>keep the ball below head height; etc.</i> DEVELOP: <i>..'Continuous Cricket' – play a game of 6-a-side cricket. The batting team take it in turns to bat and the batsperson continues to bat until they are out. They should run around a cone and back and be ready to bat by the time the bowler has the ball. The next batsperson takes over as quickly as possible once the first batsperson is out. The batting team accumulate as many runs as possible. The fielding team bowl as soon as the bowler is in possession of the ball, as long as they are standing in the hoop. The batsperson can be out bowled or caught, they cannot be out run-out or LBW.</i> COOL DOWN/CONCLUSION: <i>..make up a catching game with their partner, i.e. clap & catch;</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>What will influence the direction in which the ball will be hit?</i> Entering: (Working Towards) <i>They are able to identify successful strategies and tactics when bowling and striking in a small sided game situation.</i> Secure: (Working At) <i>They are able to compare and comment upon the successful strategies and tactics of others during striking and fielding games.</i> Exceeding: (Working Beyond) <i>They are able to identify, comment upon and analyse the tactics and strategies used by themselves and others when bowling and striking in a small game situation.</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 task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Key Stage 2

Activity: Wet Weather

Focus: Physical Development

No of Lessons:

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Wet weather alternative physical and health related activities.</i> EXPERIENCE: <i>..a variety of exercise activities that involve different areas of the body:</i> - arms/shoulders; - legs; - abdominals/back/trunk; - heart/lungs; DEVELOP: <i>..physical fitness, knowledge and understanding of the effects and benefits of exercise through:</i> - jumping/stepping; - sit ups; - press ups/lifting/lowering; - running. <i>..using:</i> - mats and benches; - stopwatch, clipboard, pencils, recording sheets; <i>..their knowledge and understanding of:</i> - what happens to the body during exercise; - the importance of warm ups/cool downs - the benefits of exercise and the importance of their food/drink intake; CONSIDER: <i>..the length of time for each activity;</i> <i>..the number of repetitions;</i> <i>..the length of time for recovery;</i> <i>..the method of providing feedback about their progress/ achievements i.e. recording etc.</i>	KNOW: <i>..how their own limitations and the effect upon their bodies of over exercise;</i> APPLY: <i>..they can sustain activities that feature each area of the body to improve their physical fitness;</i> UNDERSTAND: <i>..the importance of safe exercise and the damage that poor posture and badly executed exercises may have upon their body;</i>
		Key Questions Identify the Problem: <i>Why is it important to maintain a high level of fitness?</i> React to the Problem: <i>What happens to the body during exercise?</i> Practice appropriate skills: <i>How can you exercise for longer?</i> Make Connections: <i>Why is it important to exercise within your own capabilities and not in competition with others?</i> Apply Solutions: <i>Why is it important for an exercise programme to be structured and progressive?</i>



Planning for Attainment in Physical Education - Scheme of Work

Year Group: Key Stage 2 **Activity:** Wet Weather Games – Sports Skills

Focus: Skill Development **No of Lessons:**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils will be able to apply their games skills, techniques and ideas into appropriate modified game situations and enjoy communicating, collaborating and competing with each other.</i> <i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) play and make up small-sided and modified competitive net, striking/fielding and invasion games,</i> <i>b) use skills and tactics and apply basic principles suitable for attacking and defending;</i> <i>c) work with others to organise and keep the games going;</i> Competition: A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. <i>Pupils should engage in competitive sports and games and should enjoy competing with each other.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Wet weather alternative game skill activities.</i> EXPERIENCE: <i>..a variety of game skill activities from a range of sports that involve:</i> - aiming/targets; - slalom/dribbling; - throwing/catching; - hitting/returning; <i>..that include:</i> - hockey - dribbling and push passing; - football - dribbling and side foot passing; - netball - chest passing/receiving; - basketball - rebounding off a wall/number of bounces; - rugby - passing/receiving; - short tennis/badminton - targets - into/through hoops; - throwing (bean bags) - into/through hoops; - running - shuttle run/continuous run around markers; <i>..and involves a variety of size, shape, weight balls/targets/missiles/distances;</i> DEVELOP: <i>..their accuracy, speed and control;</i> <i>..their ability to compete fairly without cheating;</i> <i>..their ability to officiate;</i> CONSIDER: <i>..the organisation/spacing - i.e. 2 refereeing/scoring or collecting/retrieving whilst 2 others take part;</i> <i>..adding up totals or points;</i> <i>..appropriate distances and chalk lines as guides;</i>	KNOW: <i>..how to execute the skills within their capabilities;</i> APPLY: <i>..they can perform skills with speed, accuracy and control;</i> UNDERSTAND: <i>..the importance of taking part and competing fairly;</i>
		Key Questions Identify the Problem: <i>How can individual skills help you within a game?</i> React to the Problem: <i>Why do quick repetitive skill based exercises help you when you are playing a game?</i> Practice appropriate skills: <i>How can you improve the speed of your repetitions?</i> Make Connections: <i>How does performing each skill as quickly as possible, but under control, help you in a competitive situation?</i> Apply Solutions: <i>How does taking on the role of an official help you in your games play?</i>



Planning for Athletic Activities



Athletic Activities Focus for Progression

Athletics should develop running, jumping and throwing.
Each unit of work should include a variety of the experiences/skills identified

Year Three

Year Four

Year Five

Year Six

Health

Warming Up

Pulse Rates

Cooling Down

Aerobic Activities

Running

Continuous Running

Sprinting

*Middle Distance/
Relay Racing*

*Hurdling/
Sprint Starts*

Jumping

Jumping (Long/High)

Combination Jumps

Take-Offs

Throwing

Overarm Throw

Push (Shot)

Overarm Throw

Slinging (Discus)

Officiating

Recording

Marking Distances

Measuring

Timing

SAFETY/PHYSICAL FITNESS AND HEALTH



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Athletic Activities – Running

Focus: Continuous Running

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>The pupils should realise that everyone is different and each should set their own goals/targets.</i> EXPLORE: <i>..the distances they can run without stopping and the pace at which they feel most comfortable - are they able to talk whilst they are running?</i> <i>..setting their own targets - how far? how many laps? etc.</i> EXPERIENCE: <i>..running at an appropriate pace/distance - turn on a whistle and return - everyone should arrive back at the same time!</i> <i>..handicap races - pupils being set off at different intervals</i> <i>..running activities such as:</i> <i>- trains - the back marker runs to the front to act as the engine (sprinting) then slows down and continues to jog until the next runner (carriage) sprints to the front</i> <i>- run for 1:41 secs (Lord Coes' old 800m world record) – how far do they get? Repeat with 1500m, 3000m, 5000m record times;</i> <i>- how far can they run in 3mins, 5mins, 10mins? – record their distances;</i> DEVELOP: <i>..their speed and distances - working from the achievable!</i> <i>..their awareness of the pace of a race - do they sprint at the beginning? Do they save too much energy for the sprint finish at the end?</i> CONSIDER: <i>..how the oxygen is used up around the body - i.e. tension in the muscles;</i>	KNOW: <i>..why it is important to remain relaxed whilst they are running i.e. maintaining a low arm carriage, relaxed breathing patterns;</i> APPLY: <i>..they can continue to run for a reasonable length of time without discomfort;</i> UNDERSTAND: <i>..how the body circulates the oxygen and how the muscles use that oxygen;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Athletic Activities – Running

Focus: Continuous Running

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>..‘Exercise Warm – Up’ work with a partner to do 6-10 exercises between them;</i> EXPLORE/EXPERIENCE: <i>..run as part of a 5 pupil relay team – run for one leg of the relay, rest/recover and continue to run each leg of the relay until they return to their original position (2 pupils stand in the start position);</i> <i>..pupils should carry a baton/quoit and pass it on to the next member of their team;</i> <i>..they should run for at least one minute for each leg of the relay;</i> DEVELOP: <i>..everyone runs for a given time e.g. 5 minutes;</i> <i>..get them to estimate how far they think they will be able to run in that given time;</i> <i>..get the pupils to do a continuous run – where the pupils set their own target such as one lap of the field;</i> <i>..check to see what their pulse rate is at the end of their run;</i> <i>..record distance and pulse rate;</i> COOL DOWN/CONCLUSION: <i>.check their pulse rates as they cool down/recover, repeating every 2 minutes;</i> <i>..review their estimates and distances and discuss how they felt and how well/quickly they recovered;</i> <i>..discuss what happens to their bodies during/after long continuous exercise. Ask them:</i> - <i>Why did they get breathless?</i> - <i>How does their body respond?</i> - <i>How can they improve their distances/fitness?</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to use their understanding to modify and improve their performance when running, being able to pace themselves and sustain their efforts throughout their run.</i> Secure: (Working At) <i>They are able to use their understanding when involved in continuous running. They are able to control the pace of their run maintaining regular breathing, as well as controlled arm and leg actions.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding to show fluency and control when running, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques and performances of others.</i>
Differentiation/Resources		
<i>* Relay batons/quits;</i> <i>* Stop watches;</i> <i>* Hoops, markers;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Athletic Activities – Jumping

Focus: Long/High

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>The take-off and landing areas must be safe to enable the activity to be taught.</i> EXPLORE: <i>..standing long jumps:</i> - arm action; - head/body position; <i>..a variety of jumping activities to develop leg strength and to gain height:</i> - leaping/bounding/hopping; - swing of arms/sergeant jump; <i>..jumping from left/right/both feet (discover the favoured foot to be used for take-off);</i> EXPERIENCE: <i>..trying to improve upon their previous best attempts;</i> <i>..jumping trying to gain speed and height;</i> DEVELOP: <i>..a measured approach run and their body position in the air</i> <i>..the correct foot placement:</i> - at take-off; - from the board (take-off area); <i>..the actions involved in the last stride:</i> - a slight sinking of the hips; - a slightly shorter last stride (to bring the centre of gravity over the take-off foot); - head up, chest up hips up; <i>..the arm actions whilst in the air;</i> <i>..the landing position;</i> CONSIDER: <i>..how to measure/record the jumps and the rules of the events;</i> <i>..the safety measures to be followed;</i>	KNOW: <i>..how to gain height when jumping;</i> APPLY: <i>..they can jump showing a good head position, arm action and body position when jumping;</i> UNDERSTAND: <i>..the importance of the head position when taking part in a high and long jump event;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Athletic Activities – Jumping

Focus: Long/High

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>.. 'Follow the Leader' – continuous running to raise the pulse rate, change the leader after 1 minute;</i> <i>.. lead one stretch each from different parts of the body;</i> EXPLORE/EXPERIENCE: <i>.. a variety of activities that will improve pupil leg strength and conditioning by:</i> - Bounding/stepping; - Hopping/jumping; <i>.. and combinations of each – allow pupils to experiment with different combinations to see how well they can cross a specified area;</i> DEVELOP: <i>.. a specific run up into a 'take-off area' to practice jumping as far as possible (not a take-off board) into a sand-pit;</i> <i>.. try and repeat a regular run up to arrive in the same position every time (so that they take off from the same foot each time);</i> <i>.. jump as high as possible at the end of a fast approach run (but not too fast). This is achieved by:</i> - running up and taking-off, keeping their head up (not looking down at the take-off foot); - swing arms in the air and hanging in the air for as long as possible; before - - landing and getting into a 'shoot' position (feet together out in front); - bend their knees and fall forward (don't put hands down behind them as they land); COOL DOWN/CONCLUSION: <i>.. throw a tennis ball to a partner, stepping back each time they successfully catch it;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to jump with consistency, showing control in each phase of the jump, including take-off, flight and landing positions.</i> Secure: (Working At) <i>They are able to show precision and control in their jumping technique. They are able to link skills demonstrating accurate arm action, head position and 'shoot' landing position.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when jumping, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Sand pit, rake, tape measure;</i> <i>* Stop watches;</i> <i>* Hoops, markers, balls;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Athletic Activities – Throwing

Focus: Overarm

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils have thrown a variety of missiles with an overarm throwing action and have gained knowledge of the safety implications of throwing.</i> EXPLORE: <i>..throwing a variety of missiles overarm - missiles of different:</i> <i>- lengths;</i> <i>- weight;</i> <i>- shape; etc.</i> <i>..isolating the throwing action:</i> <i>- arm only;</i> <i>- add the body action (bend/twist);</i> <i>- add the leg strength;</i> <i>- increase the speed of the throw;</i> EXPERIENCE: <i>..throwing for accuracy - aiming for hoops;</i> <i>..throwing for distance - aiming for lines/markers;</i> <i>..standing throws - throws from a firm base;</i> DEVELOP: <i>..the throw by:</i> <i>- leading with the elbow;</i> <i>- releasing high over the head;</i> <i>- a fast throwing arm;</i> <i>- bringing the hip through ahead of the throwing arm;</i> CONSIDER: <i>..the follow through;</i> <i>..the position of the non-throwing arm;</i> <i>..the safety rules for the collection, carriage and throwing of their missiles;</i> <i>..the most appropriate angle of release;</i> <i>..the most appropriate grip;</i> <i>..their stride pattern during the approach run;</i>	KNOW: <i>..how to throw a variety of missiles safely;</i> APPLY: <i>..they can throw with a fast arm action leading with the elbow;</i> UNDERSTAND: <i>..the importance of warming up the arms and shoulders before a vigorous throwing activity;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Athletic Activities – Throwing

Focus: Overarm

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>..raise awareness of the safety issues surrounding throwing events especially leading to throwing the javelin;</i> <i>..warm up/mobilise the arms and shoulders through appropriate exercises and stretches;</i> EXPLORE/EXPERIENCE: <i>..pupils should throw a variety of missiles (balls, shuttles, foam javelins, etc.) of different:</i> - shapes; - weights; <i>and try to improve on their previous best distance;</i> <i>..they should throw from different positions to emphasise the importance of each phase, such as:</i> - sitting; - kneeling; - standing; - add an approach run; DEVELOP: <i>..the ability of the pupils to:</i> - aim for targets; - throw towards a line; - place markers to record personal best; <i>..the technique of a throw:</i> - leading with the elbow; - releasing high over the head; - a fast throwing arm; - bringing the hip through ahead of the throwing arm for extra distance; COOL DOWN/CONCLUSION: <i>..'Body Parts Game' – make contact with a partner, body part to body part;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to throw with consistency and control, being able to link all three phases of a standing throw – legs, trunk and arms.</i> Secure: (Working At) <i>They are able to show precision and control in their throwing technique. They are able to link skills demonstrating control in the approach run, throw and follow through.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when throwing, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Balls of various size and weight, shuttles, foam javelins, etc.</i> <i>* Markers, hoops, cones, ropes, etc.</i> <i>* Tape measure, clip board, recording sheet;</i> <i>* Increase/decrease the:</i> - weight, size, <i>* Modify the task;</i> - time, space, equipment, pupils, support;		



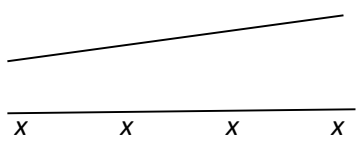
Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Athletic Activities – Jumping

Focus: Combination Jumps

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Activities involving jumping with safe landings.</i> EXPLORE: <i>..a variety of step patterns, using different take-offs and landings</i> <i>..jumps across jumping areas of increasing widths (crocodile river!) using:</i> - hops, - steps and/or - jumps  <i>..combination jumps across increasing widths;</i> EXPERIENCE: <i>..multiple jumps linking:</i> - hopping onto the same foot; - stepping/leaping/bounding; - jumping and landing on two feet; <i>creating different combinations and number of jumps etc.</i> DEVELOP: <i>..jumping activities using a run up approach and using a take-off area;</i> <i>..improve sequence/balance and refine their actions;</i> CONSIDER: <i>..safety aspects for the approach run (non-slip) and the landing area (soft for high intensity);</i> <i>..how to gain more distance i.e. speed + height = distance;</i> <i>..safe 'squashy' landings;</i> <i>..how their distances can be marked and measured;</i>	KNOW: <i>..how to mark, record and measure their jumps;</i> APPLY: <i>..they can combine a number of different stepping patterns together to form a multiple jump;</i> UNDERSTAND: <i>..that the distance they jump is affected by the speed and height they gain during their jump;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Athletic Activities – Jumping

Focus: Combination Jumps

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: ..pupils engage in an aerobic, mobilising & stretching warm up; EXPLORE/EXPERIENCE: ..pupils should experience a variety of jumping activities to develop their experience and awareness of taking-off and landing from both left and right feet, this includes hopping and stepping; ..they should make up different step patterns to see which is the most effective; DEVELOP: ..from a standing start pupils should experience different step patterns in order to cross 'crocodile river' to see which is the most effective method of crossing the river, such as: - hop, hop, step; - step, step, jump; - hop, step and jump; etc. ..as they become more capable they can move higher up the crocodile river; ..they should then add a run-up to see how much further they can jump; ..they should consider organising a run up that allows them to arrive at the take-off point on their preferred foot; ..their run up should be fast yet controlled; ..they should combine their run-up with a triple jump (hop, step and jump); ..the three phases of the jump should be: - big, bigger, biggest; - long, longer, longest; COOL DOWN/CONCLUSION: ..reverse the warm up – stretch, mobilise and slow jog;	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to use their understanding to jump with consistency and control, being able to link together all three phases of their jump.</i> Secure: (Working At) <i>They are able to use their understanding to show precision and control in their jumping technique. They are able to link skills demonstrating control in the hop, step and jump phases.</i> Exceeding: (Working Beyond) <i>They are able to use their understanding to show fluency, precision and control when jumping, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources * Sand pit, rake, tape measure; * Stop watches; * Hoops, ropes, markers, balls; * Clip board, record sheet; * Modify the task; * Increase/decrease the: - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Athletic Activities – Running

Focus: Sprinting

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils can run in a straight line over a short distance with balance and control.</i> EXPLORE: <i>..a variety of running/sprinting drills such as:</i> - <i>high knee lifts;</i> - <i>kicks (kicking their bottom with the heels);</i> - <i>flicks (kicking their foot out in front of them to lengthen their stride);</i> - <i>strides/bounding (to improve their stride length);</i> <i>..NB they will improve their leg cadence (leg speed) through a combination of all these drills/skills;</i> EXPERIENCE: <i>..sprints over a variety of distances:</i> - <i>30m, 40m, 60m, etc.</i> <i>..the correct arm action:</i> - <i>relaxed shoulders, arms, hands;</i> - <i>movement towards the centre line of the body;</i> - <i>achieving a right angle at the elbow;</i> DEVELOP: <i>..the start:</i> - <i>leg drive;</i> - <i>fast arm action;</i> - <i>response time;</i> <i>..leg stride, drive and cadence;</i> <i>..their breathing pattern;</i> CONSIDER: <i>..the starting commands:</i> - <i>“on your marks”, “set”, “bang”, (use a clapper board if possible i.e. two pieces of wood with handles, hinged together;</i> <i>..warm up and preparation for a race;</i>	KNOW: <i>..how to improve their running action through a combination of running drills;</i> APPLY: <i>..they can show running actions, skills and drills they have practiced;</i> UNDERSTANDING: <i>..the importance of fast arm and leg speed combined with leg stride length to enable them to move faster;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Athletic Activities – Running

Focus: Sprinting

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>Animal Impersonations – frog jumps, bunny hops, crab walk, etc</i> EXPLORE/EXPERIENCE: <i>..pupils should take part in a variety of sprinting drills, over varying distances, such as:</i> <i>10m - high knee lifts;</i> <i>10m - kicks (kicking their bottom with the heels);</i> <i>10m - flicks (kicking their foot out in front of them to lengthen their stride);</i> <i>30m - strides/bounding (to improve their stride length);</i> <i>..pupils should practice the correct arm action:</i> <i>90° angle at the elbow;</i> <i>hands should be relaxed (pretend they are holding a crisp between their first finger and thumb) and arrive at the centre line of their body to the front;</i> <i>..pupils should try two fun activities:</i> <i>run fast with slow arms;</i> <i>run slow with fast arms;</i> <i>the latter is very difficult, because the arms influence leg speed, hence the need at the start of the race, for them to start pumping their arms as fast as they can, in order to get their legs moving quickly;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to sprint with consistency and control, being able to react quickly and sustain their efforts throughout their run.</i> Secure: (Working At) <i>They are able to show precision and control in their sprinting technique. They are able to link skills demonstrating controlled breathing, arm and leg actions.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when sprinting, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Stop watches;</i> <i>* Markers;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> <i>- time, space, equipment, pupils, support;</i>	DEVELOP: <i>..pupils should be paired up with someone of their own ability and race them over a variety of distances, starting in different ways, such as:</i> <i>standing start;</i> <i>rolling start;</i> <i>crouch start;</i> COOL DOWN/CONCLUSION: <i>..stretch out the muscles and slow cool down jog;</i>	



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4

Activity: Athletic Activities – Throwing

Focus: Pushing

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils should be made aware of the safety requirements involved in the different throwing activities.</i> EXPLORE: <i>..throwing with one/two hands a variety of shape, size and weight missiles;</i> <i>..facing in different directions;</i> <i>..pushing for accuracy and distance:</i> - one hand; - two hands - from in front of the face; - overhead, etc. EXPERIENCE: <i>..isolating different body parts:</i> - push with the arm (from a sitting position); add: - a push from a kneeling position - bend and turn their torso; then: - bend and lift with the legs (from a standing position); DEVELOP: <i>..by increasing their speed:</i> - cross step; - sideways shift/'shuffle'; - step back; CONSIDER: <i>..the weight of the missile;</i> <i>..the grip and position of the missile in the neck;</i> <i>..the best angle of release;</i> <i>..the safety measures to be taken;</i> <i>..strength and conditioning exercises for the event;</i> <i>..the explosive nature of the event;</i> <i>..follow through and end up standing tall;</i>	KNOW: <i>..the difference between a push and a throw;</i> APPLY: <i>..they can throw and push with one hand, two hands and in different ways;</i> UNDERSTAND: <i>..the role the different parts of the body have to play in each pushing/throwing action;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4

Activity: Athletic Activities – Throwing

Focus: Pushing

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> - o <i>Is a positive influence on others;</i> - o <i>Brings their kit;</i> - o <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> - o <i>Listens to instructions;</i> - o <i>Has good manners;</i> - o <i>Works well with others;</i> - o <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> - o <i>Plays fairly and according to the rules;</i> - o <i>Copes well with success and failure;</i> - o <i>Sets an example to others;</i> Differentiation/Resources <i>* Various balls, bean bags, etc.</i> <i>* Markers, hoops, cones, ropes, etc.</i> <i>* Tape measure, clip board, recording sheet;</i> <i>* Increase/decrease the:</i> - <i>weight, size,</i> <i>* Modify the task;</i> - <i>time, space, equipment, pupils, support;</i>	Introduction/Warm Up: <i>..'Trains' – pupils run for a sustained period around the outside of the field, etc. and take it in turns to run (sprint) from the back to the front and remain there until the next person takes over. The leader sets the steady pace of the run for everyone else to follow;</i> <i>..pupils should check their pulse at the end of the run and compare it with previous running activities;</i> EXPLORE/EXPERIENCE: <i>..pupils should use bean bag or similar item to 'push' from their neck/chin, as happens in the 'shot put';</i> <i>..they should 'push' the bean bag from:</i> - <i>sitting;</i> - <i>kneeling;</i> - <i>standing;</i> <i>..it is important to emphasis the safety rules of the 'shot put' and translate it into this activity, so they get into good habits;</i> <i>..pupils should be encouraged to measure their throws (push) and see how much they improve each time;</i> DEVELOP: <i>..pupils should be encouraged to make up a game using bean bags, where they push/throw:</i> - <i>targets/hoops;</i> - <i>points for accuracy;</i> - <i>points for distance;</i> COOL DOWN/CONCLUSION: <i>..cross a court/space, count the:</i> - <i>steps;</i> - <i>jumps;</i> - <i>hops;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to throw with consistency and control, being able to link all three phases of a standing throw – legs, trunk and arms.</i> Secure: (Working At) <i>They are able to show precision and control in their throwing technique. They are able to link skills demonstrating control in the approach run, throw and follow through.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when throwing, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Athletic Activities – Jumping

Focus: Take-offs

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can land with both feet together on the long/multiple jumps.</i> EXPLORE: <i>..the best foot to be used for take-off;</i> <i>..taking-off from an area rather than a behind a line;</i> EXPERIENCE: <i>..gaining height at take-off;</i> <i>..the arm action to be used during the jump;</i> <i>..lifting their chest and hips to gain height;</i> <i>..keeping their head up and not to look down at the take-off board (as this prevents them from getting any height);</i> DEVELOP: <i>..their body position in the air - practice by using a raised surface to take-off from (box-top?) to give them time in the air to 'feel' the sensation;</i> <i>..their head position (keep their head up to avoid forward rotation);</i> <i>..allowing their hips to sink slightly to help them to get spring at the take-off;</i> CONSIDER: <i>..the safety implications of the landing area;</i> <i>..the rules governing a foul jump:</i> <i>- long jump - toe over the line (making a mark in the plastercine!);</i> <i>- high jump - knocking the bar off on three consecutive occasions;</i> <i>- multiple jumps - allowing the non-jumping foot to touch the ground;</i> <i>..how they land - knees bent, fall forward and not to sit down and put their hands down behind them;</i>	KNOW: <i>..the best body position to be adopted at take-off;</i> <i>..what causes a foul jump;</i> APPLY: <i>..they can use a consistent run up, take-off and then land safely;</i> UNDERSTAND: <i>..the importance of a good technique, in particular, the head position at take-off;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Athletic Activities – Jumping

Focus: Take-offs

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Active Learner Entering <i>* Healthy Lifestyle:</i> - o <i>Lead a healthy active life – participate in regular sporting activities;</i> - o <i>Works hard during exercise;</i> Secure <i>* Effort:</i> - o <i>Be physically active for sustained periods;</i> - o <i>Develop good fitness levels;</i> - o <i>Regularly attend a school sports club;</i> Exceeding: <i>* Energy:</i> - o <i>Engage in competitive sporting activities;</i> - o <i>Practice hard to improve fitness;</i> - o <i>Represent a school team;</i>	Introduction/Warm Up: <i>Pupils should work in groups of 4 and take it in turns to lead an aerobic exercise, a mobilising activity and a stretch. They should check their resting pulse and compare it with their pulse rate during and after the lesson.</i> EXPLORE/EXPERIENCE: <i>Pupils should experiment with their run up to find:</i> - <i>the best foot to be used for their jump;</i> - <i>the best place/location from which they should take-off;</i> - <i>the length of their run up so they can arrive at the take-off point at maximum speed;</i> - <i>the starting point for their run-up so that they start from the same place, in the same way (same pattern) with the same foot forward each time;</i> DEVELOP: <i>Pupils should:</i> - <i>measure their run up - running back down the approach run/away from the high jump bar, or by using a tape measure;</i> - <i>start their run up with a bounding action rather than short stuttery steps to increase the consistency of their approach;</i> - <i>increase the speed of their approach run;</i> - <i>use check marks by the side of the approach run to check to see if they are on line for their correct take-off location;</i> COOL DOWN/CONCLUSION: <i>..in their groups of 4 the pupils should reverse the warm up and gradually lower the heart rate and remove lactic acid.</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to jump with consistency and control, being able to link all the elements of their take-off.</i> Secure: (Working At) <i>They are able to show precision and control in their jumping technique. They are able to link skills demonstrating control in the take-off phase of their jump.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when jumping, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Sand pit, rake, tape measure;</i> <i>* Stop watches;</i> <i>* Markers;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Athletic Activities – Running

Focus: Middle Distance

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils can run continuously for a reasonable period of time.</i> EXPLORE: <i>..through medley relays involving runs of different distances);</i> <i>..the different speeds/paces required for the various distances;</i> <i>..pace setting through timed runs;</i> <i>..team strategies to get the best team i.e. team members running legs of a distance most appropriate to their ability;</i> EXPERIENCE: <i>..the arm carriage and leg cadence appropriate to 800m running, etc.</i> <i>..the breathing pattern and muscle tension and compare them to the sprint events;</i> <i>..sustained sprints over increasingly longer distances;</i> DEVELOP: <i>..through interval runs the effects upon the respiratory system and their rate of recovery;</i> <i>..different types of interval running:</i> - 6x30 - 6x40 - 5x50 - 4x60 <i>..repetitions of different distances;</i> CONSIDER: <i>..their pulse rate and the speed of their recovery and the effects of training upon their performances;</i> <i>..recovery time - monitoring their pulse rate;</i> <i>..race tactics;</i> <i>..starting commands:</i> - "on your marks" - 'bang'	KNOW: <i>..the importance of conserving their energy and relaxing their muscles;</i> APPLY: <i>..they can continue to run for a reasonable length of time and monitor their pulse rate;</i> UNDERSTAND: <i>..the effects of training on their performance and the rate of recovery;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Athletic Activities – Running

Focus: Middle Distance

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o Can say what they like and why; - o Know and comment on key points of technique; Secure <i>* Compare:</i> - o Can give positive feedback; - o Compare their own and others' performances with previous ones; Exceeding <i>* Evaluate:</i> - o Can describe the key qualities of a performance; - o Understand how to improve; - o Can explain how to improve;	Introduction/Warm Up: <i>Pupils should run at a pace they feel comfortable with and enjoy rather than be pushed and not enjoy it:</i> - they should be responsible for setting and meeting their own targets; - they should be motivated to improve and look forward to running; - not all pupils are built for running so it is important for them to do what they can and get satisfaction from achieving their own personal goals; EXPLORE/EXPERIENCE: <i>..run for as long as they can without stopping (800/1500m?);</i> <i>..predict how far they will be able to run next time in terms of both time and distance – do they need to run slower and longer or faster and shorter?</i> DEVELOP: <i>..running so that they have regular rest between each run (interval training);</i> <i>..ask them to choose which on they want to do:</i> - 6x30 - 5x50 - 6x40 - 4x60 <i>..see if they are able to run further than they were able to run the last time they ran;</i> <i>..discuss what they need to do to be able to run further/faster than before, consider :</i> - rest; - diet; - regular exercise; COOL DOWN/CONCLUSION: <i>..monitor their pulse rate & see how quickly it returns to normal;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to run with consistency and control, being able to pace themselves and sustain their efforts throughout their run.</i> Secure: (Working At) <i>They are able to show precision and control in their continuous running technique. They are able to link skills demonstrating controlled breathing, arm and leg actions.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when running, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Stop watches;</i> <i>* Markers;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		

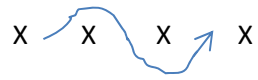
Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Athletic Activities – Running

Focus: Relay Racing

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: ..Sprinting. EXPLORE: ..a variety of races with a partner and small groups that involve: - collecting XXXX → O - exchange XX → XX - slalom/obstacle races  over a variety of distances X X XX EXPERIENCE: ..exchanging a baton; ..running in lane; ..running as fast as possible when passing and receiving a baton; DEVELOP: ..measured approaches; ..exchanging within a take- over box; ..an exchange technique that involves non-visual contact when receiving the baton; CONSIDER: ..alternate hand carriage; ..running on appropriate side of the lane; ..wide 'V' to receive the baton; ..hand held high to receive baton; ..downward sweep of the baton into the outgoing runners hand;	KNOW: ..how to exchange a baton in a relay race; APPLY: ..they can exchange a baton whilst sprinting at speed; UNDERSTAND: ..the essential part of a relay race is to get the baton to the finish in the shortest possible time;
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Athletic Activities – Running

Focus: Relay Racing

Week: 1

Learner Characteristics	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> - o <i>Is a positive influence on others;</i> - o <i>Brings their kit;</i> - o <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> - o <i>Listens to instructions;</i> - o <i>Has good manners;</i> - o <i>Works well with others;</i> - o <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> - o <i>Plays fairly and according to the rules;</i> - o <i>Copes well with success and failure;</i> - o <i>Sets an example to others;</i>	Introduction/Warm Up: <i>The pupils should work in groups of 4 and take it in turns to lead and demonstrate an aerobic activity, a mobilising action or a stretch.</i> EXPLORE/EXPERIENCE: <i>..pupils should take part in a variety of fun relay races that involve:</i> - <i>collecting e.g. bean bags;</i> XXXX - <i>slalom races, running in</i> X X X X - <i>and out of other pupils/cones;</i> - <i>shuttle relays;</i> XXXX - <i>exchange relays – starting</i> XX XX - <i>at 2 ends of a track;</i> DEVELOP: <i>..pupils run in a straight line (or circular track) and develop the blind baton take-over so the pupils run-up behind other athletes and extend their arm holding the baton. At the same time (on a given signal) the out-going runner sprints forward and extends their hand behind them waiting for the baton to be placed into their hand;</i> <i>..the hand must be held constantly in the same position and not waved about;</i> <i>..the hand should be held with a wide 'v' shape for the baton to be passed into it (with either an up-sweep or down-sweep action);</i> COOL DOWN/CONCLUSION: <i>..in the same groups of 4 the pupils should reverse their warm up in order to:</i> - <i>reduce the lactic acid in their muscles;</i> - <i>lower their pulse rate;</i>	<i>Key Question – Week 1:</i> <i>Identify the Problem:</i> <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to sprint and exchange a baton with consistency and control, being able to react quickly and sustain their efforts throughout the race.</i> Secure: (Working At) <i>They are able to show precision and control in their sprinting and relay racing technique. They are able to link skills demonstrating controlled baton exchanges.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control in their relay racing, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Relay batons/quoits;</i> <i>* Stop watches;</i> <i>* Markers;</i> <i>* Clip board, record sheet;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Athletic Activities – Running

Focus: Hurdling

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>They can sprint with regular stride patterns/length.</i> EXPLORE: <i>..running at speed over a variety of distances and over a variety of obstacles i.e.:</i> <i>- cones, skittles, canes, ropes, markers, etc.</i> <i>..running over a range of obstacles set at different:</i> <i>- heights;</i> <i>- distances;</i> <i>(according to the differing needs of the group)</i> EXPERIENCE: <i>..running over low obstacles at speed;</i> <i>..using a consistent lead leg technique;</i> <i>..using an efficient trailing leg technique;</i> <i>..using a correct arm action to maintain balance;</i> <i>..a regular pattern between the hurdles/barriers;</i> DEVELOP: <i>..a consistent stride pattern;</i> <i>..using a constant start line and distance to first hurdle/barrier with the same foot forward each time;</i> <i>..a rhythm and regular stride pattern between hurdles/barrier;</i> <i>..keeping the level of the head constant;</i> CONSIDER: <i>..safe warm up and stretching/mobility exercises, individually and/or with a partner to improve their performance;</i> <i>..opposite arm/leg action to keep balance;</i> <i>..bent knee, initiating the lead leg action;</i> <i>..bent trailing leg followed by a high knee action;</i> <i>..bringing the lead leg down fast;</i> <i>..long first stride;</i>	KNOW: <i>..that the correct arm action is necessary to maintain their balance in the air whilst running at speed;</i> APPLY: <i>..they can show appropriate hurdling technique when clearing hurdles set at appropriate heights and distances apart;</i> UNDERSTAND: <i>..that hip mobility will influence the quality of their performance;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Athletic Activities – Running

Focus: Hurdling

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> ○ <i>Is a positive influence on others;</i> ○ <i>Brings their kit;</i> ○ <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> ○ <i>Listens to instructions;</i> ○ <i>Has good manners;</i> ○ <i>Works well with others;</i> ○ <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> ○ <i>Plays fairly and according to the rules;</i> ○ <i>Copes well with success and failure;</i> ○ <i>Sets an example to others;</i>	Introduction/Warm Up: <i>Pupils should run across an area:</i> - <i>high knees;</i> - <i>running/bounding;</i> <i>..they should count the number of steps, then introduce:</i> - <i>hopping;</i> - <i>jumping;</i> - <i>stepping;</i> EXPLORE/EXPERIENCE: <i>..pupils should experience running over a series of canes laid out to practice their stride pattern;</i> <i>..then they should use hurdles that have a variety of:</i> - <i>heights;</i> - <i>distances for the hurdles;</i> <i>..the hurdles may be made from cones, canes, skittles, etc.</i> DEVELOP: <i>..pupils hurdling technique by introducing hurdle stretches looking at:</i> - <i>lead leg;</i> - <i>trailing leg;</i> - <i>arm action;</i> <i>..pupils should walk through the hurdling action – the important aspect is not to bring the trailing leg under the body, causing the hurdler to jump high over the hurdle, but around the side of the body;</i> <i>..once pupils have established a running pattern allow them to participate in short hurdle races (3 hurdles);</i> COOL DOWN/CONCLUSION: <i>..challenge - bean bag push – how far can you reach with 5 throws?</i>	<i>Key Question – Week 1:</i> Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to use a hurdling action with consistency and control, being able to react quickly and sustain their efforts throughout the race.</i> Secure: (Working At) <i>They are able to show precision and control in their hurdling technique. They are able to link skills demonstrating a coordinated hurdling and sprinting action.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control in their hurdling action, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Bean bags;</i> <i>* Cones, canes, skittles; etc.</i> <i>* Hurdles;</i> <i>* Use the same start line but vary the distance to the first hurdle and the subsequent distances between hurdles to suit the needs of all the pupils;</i> <i>* Wheelchair slalom or bean bag drop relay;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5

Activity: Athletic Activities – Running

Focus: Sprint Starts

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>To achieve success at sprint starts pupils need appropriate leg power to enable them to 'drive out of the blocks'.</i> EXPLORE: <i>..a variety of starting positions:</i> - standing; - crouching; etc. <i>..running as far as possible in 3 secs, 5 secs, etc.</i> EXPERIENCE: <i>..sprints starts over a variety of distances:</i> - 10m, 20m, 30m, etc. <i>..a crouched sprint start position:</i> - hand/foot placement; - leg/head/body position; DEVELOP: <i>..their speed using the sprint start, emphasising:</i> - their leg drive; - a fast arm action; - a fast reaction to the starting signal; <i>..the change of body position for the 'set' command;</i> <i>..their pick up from the sprint start position;</i> <i>..leg stride, drive and cadence;</i> CONSIDER: <i>..the starting commands:</i> - "on your marks" - "set" - 'bang!' <i>..working with a partner to improve their performance;</i> <i>..an appropriate warm up and preparation for a race;</i> <i>..the type of training necessary to improve their performance;</i> <i>..the advantage of using starting blocks;</i>	KNOW: <i>..the head, arms, leg and body positions for a crouch start;</i> APPLY: <i>..they can take up crouch start and set positions;</i> UNDERSTAND: <i>..the need for power to successfully complete a crouch start and the reasons for doing a crouch start;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5

Activity: Athletic Activities – Running

Focus: Sprint Starts

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Positive Learner Entering <i>* Engaged:</i> - o Asks questions; - o Volunteers answers; - o Seeks help/advice; Secure <i>* Determined:</i> - o Wants to improve; - o Continues to try even after failure; - o Responds well to a challenge; - o Has high expectations of self and others; Exceeding <i>* Problem Solver:</i> - o Can think creatively to find solutions; - o Can find alternative responses to a problem, tactic or choreography;	Introduction/Warm Up: <i>Pupils should warm up by gently jogging and participate in the 'Body Parts Game' – touch the floor with the body part called by the teacher, i.e. one knee, two elbows, etc.</i> EXPLORE/EXPERIENCE: <i>..running/sprinting activities/skills:</i> - arm action; - knee lift; - leg drive; <i>..work with a partner to participate in a reciprocal teaching activity where they teach their partner the techniques of the sprint start:</i> - crouch position – “on your marks” - including hand and feet positions; - set position – keeping a bent knee to drive off; - ‘bang’ – fast reactions, including fast arms to generate speed; - Keep low during the first few strides, gradually rising as the get into their stride;	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to use a sprint start with consistency and control, being able to react quickly and sustain their efforts throughout the race.</i> Secure: (Working At) <i>They are able to show precision and control in their sprint starts and racing technique. They are able to link skills demonstrating a controlled sprinting action.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control in their sprint starts, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources	DEVELOP: <i>..through a series of sprint races over - 3 secs, 5 secs, 10 secs;</i> <i>..race from different starting positions:</i> - lying flat on the floor on their back or front; - adopting a press up position; - sitting legs straight, feet on the line; <i>..race against/challenge an opponent over 10 metres;</i> <i>..pupils use their speed in relay/shuttle runs - 1 minute;</i> COOL DOWN/CONCLUSION: <i>..pass the hoop – pupils stand back to back – this can be repeated with a variety of different objects;</i>	
<i>* Relay batons/quoits;</i> <i>* Stop watches;</i> <i>* Hoops, markers;</i> <i>* Clip board, record sheet;</i> <i>* Clapper board;</i> <i>* Modify the task;</i> <i>* Increase/decrease the:</i> - time, space, equipment, pupils, support;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6

Activity: Athletic Activities – Throwing

Focus: Slings

No of Lessons: 2

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in and design challenges and competitions that call for precision, speed, power, or stamina;</i> <i>b) use running, jumping and throwing skills both singly and in combination;</i> <i>c) pace themselves in these challenges and competitions;</i> Using skills and techniques: They should also be given the opportunity to develop their flexibility, strength, control and balance and learn how to use skills and techniques and be able to link them into athletic performances. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Competition: Pupils should engage in competitive sports and activities and be inspired to succeed and excel in competitive sport.	CONTEXT/PREVIOUS EXPERIENCE: <i>Pupils have thrown a variety of missiles with an overarm and pushing throwing action and have gained knowledge of the safety implications of throwing.</i> EXPLORE: <i>..throwing a variety of missiles with a slinging action:</i> <i>-hoops;</i> <i>- quoits;</i> <i>..isolating the throwing action:</i> <i>- arm only;</i> <i>- add the body action (bend/twist);</i> <i>- add the leg strength;</i> <i>- increase the speed of the throw;</i> EXPERIENCE: <i>..throwing for accuracy - aiming for cones;</i> <i>..throwing for distance - aiming for lines/markers;</i> <i>..standing throws - throws from a firm base;</i> DEVELOP: <i>..the throw by:</i> <i>- leading with the hip;</i> <i>- releasing to the side of the body;</i> <i>- a fast throwing arm – coiled spring;</i> <i>- bringing the hip through ahead of the throwing arm;</i> CONSIDER: <i>..the follow through;</i> <i>..the position of the non-throwing arm – wrapping the arm across the body;</i> <i>..the safety rules for the collection, carriage and throwing of their missiles;</i> <i>..the most appropriate angle of release;</i>	KNOW: <i>..how to throw a variety of missiles safely;</i> APPLY: <i>..they can sling a missile;</i> UNDERSTAND: <i>..the importance of warming up the arms and shoulders before a vigorous throwing activity;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> React to the Problem: <i>How can their physical fitness help them to improve their own performances?</i> Practice appropriate skills: <i>What type of practice do they need to do to improve their performances?</i> Make Connections: <i>How do the skills and techniques from one event relate to another?</i> Apply Solutions: <i>How will reviewing your actions and techniques help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6

Activity: Athletic Activities – Throwing

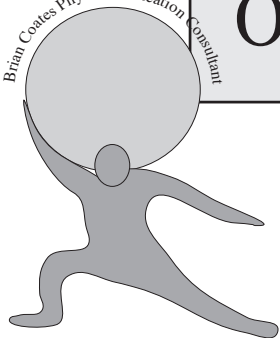
Focus: Slinging

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Reflective Learner Entering <i>* Identify:</i> - o <i>Can say what they like and why;</i> - o <i>Know and comment on key points of technique;</i> Secure <i>* Compare:</i> - o <i>Can give positive feedback;</i> - o <i>Compare their own and others' performances with previous ones;</i> Exceeding <i>* Evaluate:</i> - o <i>Can describe the key qualities of a performance;</i> - o <i>Understand how to improve;</i> - o <i>Can explain how to improve;</i>	Introduction/Warm Up: <i>Pupils should raise their pulse rate through an activity such as a bean bag shuttle relay;</i> <i>..they should also be encouraged to check their pulse rate;</i> <i>..finally their warm-up should include stretching different body parts in sequence;</i> EXPLORE/EXPERIENCE: <i>..pupils should be aware of and follow appropriate safety rules for the event;</i> <i>..they should work with a partner:</i> - <i>stand behind a line – throw in turn;</i> - <i>collect when instructed;</i> - <i>walk out to collect the missile;</i> <i>..use hoops and quoits to develop a slinging action;</i> DEVELOP: <i>..the slinging action – it should use;</i> - <i>arms;</i> - <i>body;</i> - <i>legs;</i> <i>..these should be combined in sequence to increase distance in the throw;</i> <i>..the throwing action should include a wind-up movement resembling a wound up coiled spring;</i> <i>..the movement of the hips initiates the throw, leaving the throwing arm behind;</i> <i>..make a game and use targets to encourage control;</i> COOL DOWN/CONCLUSION: <i>..discuss the rules of a competition and think about the tactics they would use if they were involved in a competition;</i> <i>..comment upon the throwing technique of another pupil;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to challenge themselves and try to improve their own performances?</i> Entering: (Working Towards) <i>They are able to throw with consistency and control, being able to link all three phases of a standing throw – legs, trunk and arms.</i> Secure: (Working At) <i>They are able to show precision and control in their throwing technique. They are able to link skills demonstrating control in the approach run, throw and follow through.</i> Exceeding: (Working Beyond) <i>They are able to show fluency, precision and control when throwing, adapting their skills effectively in competitive situations. They recognise their own strengths and weaknesses and can evaluate the techniques of others.</i>
Differentiation/Resources		
<i>* Hoops, quoits, bean bags, etc.</i> <i>* Markers, hoops, cones, ropes, etc.</i> <i>* Tape measure, clip board, recording sheet;</i> <i>* Stop watches;</i> <i>* Increase/decrease the:</i> - <i>weight, size,</i> <i>* Modify the task;</i> - <i>time, space, equipment, pupils, support;</i>		



Planning for Outdoor Activities



Outdoor and Adventurous Activities Focus for Progression

Outdoor and Adventurous Activities should develop orientation skills, self confidence and co-operation
Each unit of work should include a variety of the experiences/skills identified

	Year Three	Year Four	Year Five	Year Six
Locations	<i>Hall/Playground/ School Site</i>	<i>Local Park/ Other Parks</i>	<i>Day Centre</i>	<i>Residential Centre</i>
Orientation	<i>Setting a Map/ Finding Markers</i>	<i>Moving with a Map/ Following a Route</i>	<i>Continuous Orienteering</i>	<i>Compass Work</i>
Problem Solving	<i>Obstacle Courses/ Trails</i>	<i>Communication Tasks</i>	<i>Blindfold Tasks</i>	<i>Problem Solving/ Trust Games</i>
Co-operation	<i>Pairing Activities/ Partner Tasks</i>	<i>Small Group Tasks</i>	<i>Organisation Tasks</i>	<i>Group Work</i>
Maps	<i>Plans</i>	<i>Maps/Symbols</i>	<i>Different Maps/ Signs</i>	<i>Scales/Features</i>

SAFETY/PHYSICAL FITNESS AND HEALTH



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3

Activity: Outdoor & Adventurous - Orientation

Focus: Finding Markers

No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>..using a variety of environments i.e. classroom, school hall, school grounds, etc;</i> EXPLORE: <i>..a variety of situations that involve the children working cooperatively whilst using a map/plan to find different features.</i> <i>Can they:</i> - point to features? - find 'treasure'/markers? - follow photograph trails? - find the shortest route between markers? EXPERIENCE: <i>..orientate/set the map;</i> <i>..recording where they are on a map/plan;</i> <i>..record the location of objects;</i> <i>..record information found at different sites;</i> <i>..solve simple tasks, i.e. sums, anagrams, etc.</i> DEVELOP: <i>..their ability by making:</i> - the distances greater; - the tasks harder; - the tasks more competitive i.e. timing them; <i>..by estimating the distances used on the map;</i> <i>..their ability by using maps drawn to different scales;</i> CONSIDER: <i>..saying what they have done/where they have been;</i> <i>..being involved in the planning process. Can they design a challenge/task for someone else to solve?</i> <i>..allow them to review the success of their challenge;</i>	KNOW: <i>..how to orientate their map to enable them to identify where they are going;</i> APPLY: <i>..they can find markers, solve relevant problems and identify where they are on a map;</i> UNDERSTAND: <i>..the importance of orientating their maps to enable them to find features and the relevance of different scales;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to orientate a map?</i> React to the Problem: <i>Why do maps have different scales?</i> Practice appropriate skills: <i>What do you need to be able to do when you travel with a map?</i> Make Connections: <i>How does estimating distances help you when you are orienteering?</i> Apply Solutions: <i>How will recognising features help you when orienteering?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3

Activity: Outdoor & Adventurous - Orientation

Focus: Finding Markers

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘Sharks’ – cooperative game that involves pupils sharing hoops. Scatter a number of different hoops around the hall. Pupils travel in and out of the randomly placed hoops, until the teacher calls ‘sharks’. Pupils go to stand in a hoop and share their hoop with as many others as necessary. Hoops are gradually removed and the need for pupils to develop their cooperation skills is increased.</i> <i>..pupils work in groups and place markers according to a map/plan (ready for the next activity);</i> EXPLORE/EXPERIENCE: <i>..pupils run to a ‘red’ marker and back to their team ‘red’ hoop;</i> <i>..repeat the activity with a different colour and make the activity competitive;</i> <i>..ask the pupils to review and reflect on the effectiveness of their team actions. Could they have done it better? How could they do it better?</i> DEVELOP: <i>..look at the letter written under a marker – record the letter and when all the i.e. ‘red’ markers have been found, see if they can find a word (anagram);</i> <i>..repeat with a second activity if there is sufficient time;</i> COOL DOWN/CONCLUSION: <i>..line up according to their:</i> <i>- height;</i> <i>- shoe size;</i> <i>- date of birth;</i> <i>..remove ‘senses’ so they need to cooperate more, such as:</i> <i>- no one is allowed to talk;</i> <i>- only one pupil is allowed to talk; etc.</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to orientate a map?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Clip board, pencils, task cards, recording sheets;</i> <i>* Markers, maps/plans;</i> <i>* Hoops, cones, ropes, etc.</i> <i>* Increase/decrease the:</i> <i>- weight, size,</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 3 **Activity: Outdoor & Adventurous – Problem Solving** **Focus: Obstacle Courses**

No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Creating obstacle courses using apparatus in the school hall or equipment such as drums, crates and planks in the school grounds.</i> EXPLORE: <i>..opportunities for working in small groups, with children trying to find solutions, working co-operatively to different challenges:</i> - draw a plan of the obstacle course; - draw a route that is to be followed; - decide what form of communication is to be used; EXPERIENCE: <i>..a variety of ways of solving the same challenge:</i> - with verbal communication; - with non-verbal forms of communication; - blindfolded guide around an obstacle course; - using rope ladders/swings, climbing, jumping using gymnastic apparatus; DEVELOP: <i>..by using adventure trails/playgrounds - routes/directions;</i> <i>..the opportunity for the groups to review their actions and responses, as well as the effectiveness of their solutions:</i> - why were they successful? - could they have done it better? - did they work co-operatively? CONSIDER: <i>..how the groups can operate safely with regards to clothing - jewellery, footwear, protective clothing, etc.</i> <i>..the roles of different members of the group - leaders, decision makers, ideas person - can they work co-operatively respecting that each has an important part to play;</i>	KNOW: <i>..that everyone can contribute towards the success of the group;</i> APPLY: <i>..they can work co-operatively in a small group situation to solve problems and respect the views of the others within the group;</i> UNDERSTAND: <i>..that the group will only be successful if everyone co-operates;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to communicate effectively when working in a group?</i> React to the Problem: <i>What roles do different people in the group need to take?</i> Practice appropriate skills: <i>What do you need to be able to do when you work in a team?</i> Make Connections: <i>How does creative thinking and problem solving skills help you to be successful when attempting to solve a task?</i> Apply Solutions: <i>How will reviewing your actions help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 3 **Activity:** *Outdoor & Adventurous – Problem Solving*

Focus: *Obstacle Courses*

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘Knots’ – a group of 6 pupils stand together and put their ‘right’ hand into the centre of the circle. They hold one other hand – then repeat with their ‘left’ hand. Then they gradually move out and unwind to try and create one circle. They are not allowed to let go of the hands they are holding. They can turn, step over arms, etc.</i> EXPLORE/EXPERIENCE: <i>..‘Suspension bridge’ (groups of 6) - pupils make contact with the wall on either side of the hall. The group then stretch across the hall and must remain in contact with each other throughout. They are only allowed to have 5 points of contact with the floor when they have completed the task.</i> <i>..review the effectiveness of their solution;</i> DEVELOP: <i>..‘Crocodile river’ (groups of 6) – pupils use a bench and a mat to cross the hall. No one is allowed to touch the floor (if they do they go back to the beginning or are awarded a time penalty);</i> <i>..pupils should then be given time to review their solution;</i> <i>..repeat but remove a sense i.e. no talking;</i> <i>..repeat the task but ask everyone in the group to hold onto a hoop – no one is allowed to let go at any time. If anyone lets go the team is again awarded a time penalty.</i> COOL DOWN/CONCLUSION: <i>..Cooperative letters – pupils make a letter with their body. Then they work with a partner to make a different letter. Pupils then combine into groups of 4 to make a word. Continue until the end of the lesson.</i>	Key Question – Week 1: Identify the Problem: <i>Why are stopping/controlling skills important in a game?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Markers, benches, mats, hoops;</i> <i>* Increase/decrease the:</i> <i>- distance, group size;</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4 **Activity: Outdoor & Adventurous – Orienteering** **Focus: Following a Route**

No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Can find markers when using a map.</i> EXPLORE: <i>..a variety of orienteering activities to improve their use of maps;</i> <i>..drawing a plan and a route;</i> <i>..moving with a map and following a route drawn on the map;</i> <i>..solving orienteering tasks (anagrams and mathematical problems) and problems - finding markers (control points);</i> EXPERIENCE: <i>..working with a partner/small group;</i> <i>..solving orienteering tasks of increasing complexity;</i> <i>..creating orienteering tasks whilst working in:</i> <i>- the classroom - identify locations on a desk/room;</i> <i>- hall - use P.E. equipment to create a course;</i> <i>- school site-using an adventure trail, trees, fences, etc.</i> DEVELOP: <i>..their understanding through the evaluation of their tasks and by judging their success;</i> <i>..by making judgements on the success of others' tasks;</i> <i>..develop their cardiovascular fitness by extending the size of their routes and making them more competitive;</i> <i>..tasks in relation to other curricular areas i.e. mathematics, English, etc.</i> CONSIDER: <i>..how the tasks can be made more challenging i.e. distance, location of markers (control points);</i> <i>..estimating distances and finding shorter routes;</i>	KNOW: <i>..how to set an orienteering course for others to follow;</i> APPLY: <i>..they will be able to use their map skills to follow a route and set a route for others to follow;</i> UNDERSTAND: <i>..the need to co-operate with others, listen to their opinions when setting and solving orienteering tasks/activities;</i>
		Key Questions
		Identify the Problem: <i>Why is it important to be able to recognise features on a map?</i> React to the Problem: <i>How do you use different features on a map when orienteering?</i> Practice appropriate skills: <i>Why is it important to work as a team when orienteering?</i> Make Connections: <i>How does orienteering on a larger course/ route change the way in which you work together in a team?</i> Apply Solutions: <i>How will evaluating their efforts help them in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4 **Activity:** *Outdoor & Adventurous – Orienteering*

Focus: *Following a Route*

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..‘North, South, East, West’ – respond to the different calls/commands from the teacher – make it increasingly competitive by awarding ‘lives’.</i> EXPLORE/EXPERIENCE: <i>..‘Star Exercise’ –the teacher can stand in the centre of the mapped area and the pupils work with a partner, taking it in turns, to go in different directions to collect ‘stamps’/‘pegs’; etc.</i> DEVELOP: <i>..‘Route Orienteering’ – follow a route from one marker to another. Collect clues/letters/numbers/stamps, etc. from each point on the map;</i> <i>..review the effectiveness of the partner orienteering activity;</i> <i>..repeat using a different route and make it more competitive by racing against the clock;</i> <i>..‘Score Orienteering’ – collect as many ‘controls’ or ‘letters’ from each marker and complete task within a specific time limit;</i> <i>..work with a partner to create a ‘Score Orienteering’ task for another pair i.e. anagram:</i> <i>Plan;</i> <i>Do;</i> <i>Review;</i> <i>..try out someone else’s route;</i> COOL DOWN/CONCLUSION: <i>..‘Jig-Saw’ activity. Cut an OS map into around 16 pieces. Place/scatter pieces of the map at the far end of the hall. Pupils work in their groups to run in a relay to collect one piece at a time. The remainder of the group try to assemble the pieces of the jig-saw together to re-create the map. Knowledge of map symbols will help pupils to re-create the map.</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to recognise features on a map?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Clip board, pencils, task cards, recording sheets, stamps/pegs;</i> <i>* Markers, maps/plans;</i> <i>* Hoops, cones, ropes, etc.</i> <i>* Jig-saws, orienteering cards;</i> <i>* Increase/decrease the:</i> <i>- weight, size,</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 4 **Activity: Outdoor & Adventurous – Problem Solving** **Focus: Communication Tasks** **No of Lessons: 3**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>A variety of environments: school hall, playground, school grounds, using gymnastic equipment, planks, milk crates, etc.</i> EXPLORE: <i>..activities using equipment that will create challenging situations requiring them to communicate and respond in a co-operative manner i.e. moving using two mats or a mat and bench, etc.</i> <i>..as above but remaining in contact with one another;</i> <i>..as above but without verbal communication;</i> EXPERIENCE: <i>..activities that challenge the pupils to an extent that requires them to work as a group and to develop their thought processes and communication skills;</i> <i>..problem solving tasks that could include:</i> <i>- blindfold tasks;</i> <i>- moving a bench across a 'crocodile river';</i> <i>- moving with items, perhaps linked, with limited space, i.e. not allowed on the ground or off the bench;</i> <i>- creating a human chain;</i> <i>- rope challenges;</i> DEVELOP: <i>..their co-operative skills by getting them to review their actions and discuss how they might improve in the future - encouraging their team skills;</i> CONSIDER: <i>..the views, ideas and opinions of everyone in the team;</i> <i>..tasks that requires them to consider all potential solutions;</i> <i>..the most appropriate clothing for the activities concerned;</i> <i>..the needs and abilities of the weakest member of the team;</i>	KNOW: <i>..that to solve a problem they will need to co-operate and communicate with others;</i> APPLY: <i>..they can communicate effectively with others to solve a problem;</i> UNDERSTAND: <i>..the importance of considering everyone's opinion;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to communicate effectively when working in a group?</i> React to the Problem: <i>What roles do different people in the group need to take?</i> Practice appropriate skills: <i>What do you need to be able to do when you work in a team?</i> Make Connections: <i>How does creative thinking and problem solving skills help you to be successful when attempting to solve a task?</i> Apply Solutions: <i>How will reviewing your actions help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 4 **Activity: Outdoor & Adventurous – Problem Solving** **Focus: Communication Tasks**

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: ..<i>'Pass the Hoop'</i> – pupils stand in a circle in groups of 6. They hold hands and have a hoop over their arm. The team cooperate together and help each other to pass the hoop around the circle and over the head of the next person in the circle. ..<i>'Steal the Treasure'</i> – each team of 6 have a hoop and a variety of items such as bean bags, quoits, etc. Team members run in relay to any other hoop to collect an item (bean bag?) but only one at a time and place it in their hoop. After a specified time the team with the most items wins. EXPLORE/EXPERIENCE: ..<i>'Human Chain'</i> – pupils, in groups of 6, stretch as far as they are able, but must remain in contact with the next person. ..<i>'Tank Tracks'</i> – groups of 6 have 2 mats. They must remain, standing on a mat, at all times. The other mat is passed over their heads and placed close enough on the floor to step across and onto the next mat. Anyone from a team who steps off the mat must either return to the beginning or have a time penalty imposed. The winning team is the team to get first from one end of the hall to the other. DEVELOP: ..<i>'Hidden Treasure'</i> – each team of 6 is asked to look at a random variety of objects. The 30 (?) objects are placed under a blanket and when the blanket is removed the team try to remember as many of the objects as they can in a given amount of time e.g. 30 seconds. The team must work out a system for remembering as many of the objects as possible. ..pupils are given time to review the success of their response, i.e. how effectively did their system work? COOL DOWN/CONCLUSION: ..<i>'Bench Task'</i> – each team of 6 stand on a bench and must organise themselves in shoe size on the bench without stepping off the bench. Pupils are not allowed to talk to each other.	Key Question – Week 1: Identify the Problem: <i>Why are stopping/controlling skills important in a game?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Markers, benches, mats, hoops;</i> <i>* Bean bags, quoits; etc.</i> <i>* Random objects;</i> <i>* Increase/decrease the:</i> <i>- distance, group size;</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 **Activity: Outdoor & Adventurous – Orienteering** **Focus: Continuous Orienteering** **No of Lessons: 3**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Orientation activities in different environments.</i> EXPLORE: <i>..a variety of different environments that involve permanent and temporary routes;</i> <i>..orientation activities that require:</i> <i>- the map to be set;</i> <i>- group tactics/strategies;</i> <i>- appropriate choice of route;</i> EXPERIENCE: <i>..solving problems/tasks in order to progress on to the next task;</i> <i>..working as a team to solve problems at the rate of the weakest member;</i> <i>..finding the shortest route to complete the task;</i> DEVELOP: <i>..by making the location of the markers more challenging;</i> <i>..by varying the environment i.e. local park, etc;</i> <i>..by increasing the size/scale of the route;</i> <i>..by varying the symbols being used;</i> <i>..their knowledge of the Country Code;</i> CONSIDER: <i>..the pupils planning/creating a challenge for another group;</i> <i>..appropriate clothing - develop their knowledge and influence of the weather forecast, wind chill, loss of heat, wet and the probability of weather conditions changing;</i> <i>..the effect of the sun/heat and the protection needed;</i> <i>..the importance of food and the appropriate foods to take with them on an expedition;</i>	KNOW: <i>..how to orientate the map to identify locations;</i> APPLY: <i>..they can find markers (control points) enabling them to solve problems/tasks;</i> UNDERSTAND: <i>..how to interpret a map to identify the scale being used;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to recognise keys and symbols on a map?</i> React to the Problem: <i>How do you use different keys and symbols on a map when orienteering?</i> Practice appropriate skills: <i>How can working together improve the performance of the team?</i> Make Connections: <i>How does orienteering in an unfamiliar environment change the way you work together as a team?</i> Apply Solutions: <i>How will orienteering help them when they are on an expedition?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5 **Activity: Outdoor & Adventurous – Orienteering** **Focus: Continuous Orienteering** **Week 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>o Helps others;</i> <i>o Works well in a team & with others;</i> <i>o Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>o Helps set up/return equipment and resources;</i> <i>o Can record scores and/or officiate;</i> <i>o Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>o Can contribute their ideas in a group;</i> <i>o Takes on leadership roles;</i> <i>o Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..'Grasshopper' – one player uses a number of hoops (3?) to cross an area (hall?). That player then returns home, crossing the area with their partner. Both players step into the hoops; they are not allowed to step on the floor.</i> EXPLORE/EXPERIENCE: <i>..'Setting a Map' – pupils work with a partner to help set out, along with the rest of the class, the apparatus according to a pre-planned map. One pupil from each pair draws a route on the map and their partner must then navigate their way around the apparatus – 'setting the map' as they travel. The pupils then swap over. The class review/evaluate how effectively they set out the apparatus and how well their partner navigated their way around the apparatus.</i> DEVELOP: <i>..'Treasure Hunt' – pupils place post-it notes around the apparatus and mark the location of the post-it notes on the map. They put a letter on each post-it note and their partner has to try and find all the letters and solve an anagram puzzle. Alternatively they can put numbers with mathematical symbols for their partner to complete some calculations.</i> <i>..pupils need to have time to review the effectiveness of their tasks;</i> <i>..'Continuous Orienteering' - pupils are given a task card with a location marked on it. Once they find the marker, at that location, they are given another location to go to, and so on until they reach the end of the task.</i> COOL DOWN/CONCLUSION: <i>..'Caterpillar Walk' – 3 pupils tie their legs together and then navigate around a series of markers/objects;</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to recognise keys and symbols on a map?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> (Hyperlink to a Video Clip) Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> (Video Clip) Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i> (Video Clip)
Differentiation/Resources		
Hoops, ropes, etc. Post-its, apparatus; Task cards, clipboards, maps/plans; Increase the detail on the maps; increase the distance to be travelled; Decrease the distance for tasks;		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 5 Activity: Outdoor & Adventurous – Problem Solving Focus: Blindfold Tasks

No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Blindfolded and sighted members of the group - some giving instructions - developing communication and listening skills.</i> EXPLORE: <i>..a variety of different activities involving:</i> <i>- night lines;</i> <i>- following a route listening to instructions;</i> EXPERIENCE: <i>..different ways of communicating effectively when some members of the team have been blindfolded:</i> <i>- 'Blindfold Orienteering' - each team is organised into a line, each member of the team has a blindfold; their hand on the shoulder of the person in front, they are led/guided by the sounds of a sighted person with a percussion instrument. They are guided around an obstacle course, listening and following the sounds/code being used;</i> <i>..also: - change from a circle into a line;</i> <i>- organise themselves in numerical order whilst blindfolded;</i> <i>- organise themselves into groups according to sounds made by members of the group i.e. animal noises;</i> DEVELOP: <i>..activities that will encourage and develop teamwork and perseverance:</i> <i>- erect a tent - blindfolded members of a team are instructed by a sighted person how to construct a tent;</i> CONSIDER: <i>..the need to test, modify and reflect throughout each problem solving activity;</i>	KNOW: <i>..how best to communicate to members of a group that cannot see;</i> CAN DO: <i>..they can communicate and co-operate effectively to solve problems when members of the team are blindfolded;</i> UNDERSTAND: <i>..the importance of reflecting upon their activities to consider the strengths and weaknesses of their solutions;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to communicate effectively when working in a group?</i> React to the Problem: <i>What roles do different people in the group need to take?</i> Practice appropriate skills: <i>What do you need to be able to do when you work in a team?</i> Make Connections: <i>How does creative thinking and problem solving skills help you to be successful when attempting to solve a task?</i> Apply Solutions: <i>How will reviewing your actions help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 5 **Activity: Outdoor & Adventurous – Problem Solving**

Focus: Blindfold Tasks

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: ..'Grouping Task' – each member of the class is given an object such as a paper clip, treasury tag, elastic band, etc. The pupils work with their eyes closed and in silence to find the others in the class who will be in their group. The others in their group will be those who are holding the same object as themselves. ..'Skin the Snake' – each member of the group puts their right hand through their legs and with their left hand takes holds the right hand of the person in front. The back person sits down and the rest of the 'snake', pass over them. EXPLORE/EXPERIENCE: ..'Make a Square' – each member of the team is blindfolded and holds onto a length of rope or a loop of elastic. There is one sighted person in each group who is able to give instructions to the remainder of the group. The group is required to make a shape with the rope – square, triangle, etc. DEVELOP: ..'Blindfold Orienteering' – each team of 6 is given a percussion instrument with one sighted leader, who is not allowed to talk to the rest of their team. The team must work out (plan) a series of symbols/codes in order to guide the blindfolded team (one hand on the shoulder of the person in front of them) around a route identified only to the sighted pupil; ..pupils are given time to review the success of their response, i.e. how effectively did their symbols/codes work? COOL DOWN/CONCLUSION: ..'Guide Dog' – work with a partner, one of each pair is blindfolded and the other is a sighted pupil. The sighted pupil must give instructions to the blindfolded pupil in order to follow a route and/or negotiate obstacles;	Key Question – Week 1: Identify the Problem: <i>Why are stopping/controlling skills important in a game?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Markers, benches, mats, hoops;</i> <i>* Blindfolds, elastic, maps/plans, ropes, etc.</i> <i>* Various objects – paper clips, etc.</i> <i>* Percussion instruments, random apparatus;</i> <i>* Increase/decrease the:</i> <i>- distance, group size;</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 Activity: Outdoor & Adventurous – Orienteering Focus: Compass Work No of Lessons: 3

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>Orienteering in a variety of environments i.e. school hall, playground, school grounds or residential centre.</i> EXPLORE: <i>..activities taking bearings using a compass:</i> <i>- take a bearing of 40 degrees - what can you see?</i> <i>- what bearing, for example, is the P.E. store?</i> <i>..measuring known distances by pacing;</i> EXPERIENCE: <i>..aligning the red (north) with the orienteering arrow on the compass;</i> <i>..each individual taking a bearing;</i> <i>..environments that challenge the pupils to use a compass;</i> DEVELOP: <i>..activities that involve:</i> <i>- pacing distances;</i> <i>- setting the map;</i> <i>- route selection;</i> <i>..their co-operative skills - working as a team;</i> <i>..by working in more physically demanding environments - longer routes, more challenging terrain;</i> CONSIDER: <i>..the use of control features;</i> <i>..using the compass for following a route/navigating taking bearings and measuring with paces;</i> <i>..setting routes for others in their class to follow;</i> <i>..evaluating/reviewing the tasks they have set for others;</i> <i>..taking into consideration the needs and abilities of each member of the team;</i>	KNOW: <i>..the principles concerned with the use of a compass;</i> APPLY: <i>..they can travel with use a compass and use it to find and locate features;</i> UNDERSTAND: <i>..the importance of being able to take an accurate bearing;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to use a compass when orienteering?</i> React to the Problem: <i>How do you use a compass to take a bearing when orienteering?</i> Practice appropriate skills: <i>Why is being able to estimate distances important?</i> Make Connections: <i>Why is navigating and travelling with a compass an important skill when orienteering?</i> Apply Solutions: <i>What do you need to consider when planning an expedition?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 Activity: Outdoor & Adventurous – Orienteering

Focus: Compass Work

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..'Jig-Saw' activity. Cut an OS map into 16 pieces. Place pieces of the map at the far end of the hall face up. Pupils work in groups of 4 to run in a relay to collect one piece at a time. Each runner must select a piece of jig-saw that joins onto the previous pieces collected in order to re-create the map. If it doesn't join on they must return it and collect a piece that does fit. Knowledge of map symbols will help pupils to re-create the map.</i> EXPLORE/EXPERIENCE: <i>..'Take a Bearing' - pupils work with a partner using a compass. They take a bearing of 120 degrees, take 15 steps then repeat the sequence 3 times. Do they end up back at their marker? ..repeat the task but this time with a bearing of 90 degrees; the sequence is again repeated – this time 4 times; ..place number cards on the floor and letter cards on the walls. Take a series of bearing i.e. 1 – A, 2 – B, etc and record the bearings on a record card;</i> DEVELOP: <i>..'Cross Country Orienteering' – the pupils work with a partner to set out markers (controls) according to the locations indicated on a map. The whole class discuss the locations and check the markers are in the correct position. Each pair is given a different task card (so they go to find the markers in a different order). The pupils use the compass to take bearings to find their given markers and follow a route.</i> COOL DOWN/CONCLUSION: <i>..'Desperate Measures' – estimate the distance between 2 points. Then measure the distance to see how accurate the estimate was. Repeat the activity and see if it is possible to become more accurate. How can you improve?</i>	Key Question – Week 1: Identify the Problem: <i>Why is it important to be able to use a compass when orienteering?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Clip board, pencils, task cards, recording sheets;</i> <i>* Markers, maps/plans;</i> <i>* Hoops, cones, ropes, etc.</i> <i>* Jig-saw pieces;</i> <i>* Increase/decrease the:</i> <i>- weight, size,</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: 6 **Activity: Outdoor & Adventurous – Problem Solving** **Focus: Cooperation/Trust Games** **No. Lessons: 3**

Learning Objectives	Learning Progressions	Learning Outcomes
<i>Pupils should continue to implement and develop a broader range of skills and be taught to:</i> <i>a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments;</i> <i>b) use a range of orientation and problem solving skills;</i> <i>c) work individually and in a team to meet increasingly challenging situations;</i> Cooperation: Pupils will be able to compete in activities that build character and help embed values such as fairness and respect; <i>They will have the opportunity to communicate and collaborating with each other.</i> Challenge: Pupils will be able to succeed and excel in physically demanding activities; <i>They will develop an understanding of how to improve in different physical activities.</i>	CONTEXT/PREVIOUS EXPERIENCE: <i>School hall, playground, school grounds or residential centre, using gymnastic equipment, planks, milk crates, ropes, poles, blankets, plastic sheeting, etc.</i> EXPLORE: <i>..activities using equipment that will provide physically and mentally challenging situations requiring them to co-operate to find a solution:</i> <i>- raft building;</i> <i>- crossing the acid/crocodile river;</i> <i>- centipede (two planks with ropes attached);</i> <i>- memory game - cover a variety of objects with a blanket and see how many the group can remember;</i> <i>- nuclear bomb - remove a bomb from a circle without touching it (a variety of equipment is provided);</i> <i>- fireman's ladder - how high can they extend (as a human tower) to place a marker;</i> <i>- find the best location and create a bivouac shelter.</i> EXPERIENCE: <i>..activities that extend and challenge the pupils and will require them to repeat and try to improve their solution by:</i> <i>- reducing the amount of time available;</i> <i>- extending distances, etc.</i> DEVELOP: <i>..their ability to review and discuss their actions;</i> CONSIDER: <i>..the time available - ensuring they have time to 'plan, do and review';</i> <i>..and ensure the safety of each member of the group;</i> <i>..consider the amount and variety of equipment necessary;</i>	KNOW: <i>..how to tie knots to secure equipment;</i> APPLY: <i>..they can allocate physical tasks and responsibilities to one another and complete them effectively;</i> UNDERSTAND: <i>..the importance of the safety of each member of the group when involved in physical tasks;</i>
		Key Questions Identify the Problem: <i>Why is it important to be able to communicate effectively when working in a group?</i> React to the Problem: <i>What roles do different people in the group need to take?</i> Practice appropriate skills: <i>What do you need to be able to do when you work in a team?</i> Make Connections: <i>How does creative thinking and problem solving skills help you to be successful when attempting to solve a task?</i> Apply Solutions: <i>How will reviewing your actions help you in the future?</i>



Planning for Attainment in Physical Education - Lesson Plan

Year Group: 6 **Activity: Outdoor & Adventurous – Problem Solving** **Focus: Cooperation/Trust Games** **Week: 1**

Learning Objectives	Learning Progressions	Assessment for Learning
Team Worker Entering <i>* Collaborator:</i> <i>Helps others;</i> <i>Works well in a team & with others;</i> <i>Listens to the ideas of others;</i> Secure <i>* Contributor:</i> <i>Helps set up/return equipment and resources;</i> <i>Can record scores and/or officiate;</i> <i>Works hard for the team;</i> Exceeding <i>* Communicator:</i> <i>Can contribute their ideas in a group;</i> <i>Takes on leadership roles;</i> <i>Can lead a small group warm up or practice;</i>	Introduction/Warm Up: <i>..'Trust Activity' – pupils work with a partner to perform a trust 'plank' activity. One pupil stands vertically in a stiff position with their arms by their side. They then topple over and their partner stands close enough to catch them and stop them from falling. The plank should topple first forwards and then backwards. As they both become more confident and more trusting they can allow their partner to topple further before they catch them. ..this can also be developed in groups of 6 - standing in a circle around the 'plank';</i> EXPLORE/EXPERIENCE: <i>..'Bench Task' – pupils stand on a bench in groups of 6. They need to be able to cooperate with one another to be able to respond to the task set by the teacher such as line up in height order, birthdate order, shoe size, alphabetical order according to their surname.</i> DEVELOP: <i>..'Nuclear Bomb' – pupils work in groups of 6 and try to find a solution to how they defuse a nuclear bomb, without going into the containing circle and without handling the bomb. The group are provided with a variety of ropes, planks, milk crates etc. ..pupils review their actions and the decisions they made and reflect on how effectively they worked together as a team;</i> COOL DOWN/CONCLUSION: <i>..'Ball Roll' – pupils stand facing each other in 2 parallel lines balancing two bamboo canes on their fingers to roll a tennis ball down the drain pipes to reach the end. The next group receive the ball and continue to roll the ball as far as possible without dropping it.</i>	Key Question – Week 1: Identify the Problem: <i>Why are stopping/controlling skills important in a game?</i> Entering: (Working Towards) <i>They are able to review their actions, enabling them to find better ways of completing their problem solving/orienteering tasks.</i> Secure: (Working At) <i>They are able to work as a member of a team, effectively cooperating and communicating with others to improve their performance.</i> Exceeding: (Working Beyond) <i>They are able to review their actions and identify ways in which they could improve their own and others performances. They work effectively in a team taking on different roles and responsibilities.</i>
Differentiation/Resources		
<i>* Markers, benches, mats, hoops;</i> <i>* Various ropes, milk crates, cones, canes, ropes, etc.</i> <i>* Canister,</i> <i>* Tennis balls;</i> <i>* Increase/decrease the:</i> <i>- distance, group size;</i> <i>* Modify the task;</i> <i>- time, space, equipment, pupils, support;</i>		



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: KS2

Activity: *Swimming – Non Swimmers*

Focus: *Water Confidence*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Pupils should continue to implement and develop a broader range of skills and be taught to: a) pace themselves in floating and swimming challenges, related to speed, distance and personal survival; b) swim competently, confidently and proficiently over a distance of at least 25m; c) use a range of strokes effectively (<i>for example, front crawl, backstroke, and breaststroke</i>) d) <i>Perform safe self-rescue in different water-based situations;</i> Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Develop water confidence through activities with or without armbands/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> - rhymes, 'Simon Says' etc. to get their faces wet; - crossing the swimming pool: - putting their shoulders, chin, nose, under the water and then blow bubbles; - propulsion using floppy ankles in a prone/supine position; - kicking at the wall; - rhythmic breathing; - flotation showing different shapes; EXPERIENCE: <i>..activities that develop propulsion skills:</i> - kick with legs whilst holding a float; - 'doggie' paddle, developing a stretching action; - circular arm actions as in front crawl; <i>..submersion activities - going under to collect objects;</i> DEVELOP: <i>..their flotation through partner work, group activities and games supporting one another;</i> <i>..rotation around different axis:</i> - front/back - roll, twist/turn; - chair position; 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>..swimming 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>..the Normal Operating Procedure (NOP) for the pool;</i> APPLY: <i>..can propel themselves with arm and leg kick actions.</i> UNDERSTAND: <i>..what to do if others are in danger/difficulty;</i>
		Key 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: KS2

Activity: Swimming – Non Swimmers

Focus: Water Confidence

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> - o <i>Is a positive influence on others;</i> - o <i>Brings their kit;</i> - o <i>Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> - o <i>Listens to instructions;</i> - o <i>Has good manners;</i> - o <i>Works well with others;</i> - o <i>Talks to peers</i> Exceeding <i>* Sportsmanship:</i> - o <i>Plays fairly and according to the rules;</i> - o <i>Copes well with success and failure;</i> - o <i>Sets an example to others;</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’;</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>	Key Question – Week 1: Identify the Problem: <i>Why is your head position so important in swimming?</i> Entering: (Working Towards) <i>They are able to use kick and pull actions using a continuous motion that is under control, using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a recognised swimming action to enable them to cross the pool.</i> Exceeding: (Working Beyond) <i>They are able to show fluency when performing their swimming action. They control their breathing and can use their skills effectively either to take part in competitions and/or demonstrate personal survival skills.</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: KS2

Activity: *Swimming - Beginner*

Focus: *Propulsion*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Pupils should continue to implement and develop a broader range of skills and be taught to: a) pace themselves in floating and swimming challenges, related to speed, distance and personal survival; b) swim competently, confidently and proficiently over a distance of at least 25m; c) use a range of strokes effectively (<i>for example, front crawl, backstroke, and breaststroke</i>) d) <i>Perform safe self-rescue in different water-based situations;</i> Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Activities with/without swimming aids to develop kick and/or paddle techniques</i> EXPLORE: <i>..a variety of activities that will develop:</i> - breathing: - <i>blowing out under the water;</i> - <i>timing when swimming;</i> - propulsion: - <i>crossing the pool using front and back paddle with pulling, pushing and sweeping arm actions;</i> - <i>alternate and simultaneous leg kick actions on their front, back or side;</i> - flotation: - <i>changing from wide to tucked shapes (front and back);</i> - submersion: - <i>encouraging the opening of eyes - choose a colour, count numbers, collect objects, etc.</i> EXPERIENCE: <i>.. gliding/stretching – with propulsion using a crawl type action on front and back:</i> <i>..add with the use of a float:</i> - <i>leg kick only;</i> - <i>single arm action;</i> DEVELOP: <i>..rotation - rolling over and continue in the same direction;</i> <i>..roll over and come back (somersault);</i> <i>..sculling and treading water/survival skills;</i> CONSIDER: <i>..the water safety code - know how to be rescued;</i> <i>..how to talk a friend to safety;</i> <i>..the difference between safe, supervised swimming pools and the difficulty caused by the cold and open water areas;</i>	KNOW: <i>..the water safety code and the difference between cold open water and the safety of the swimming pool;</i> APPLY: <i>..can us a crawl type action to cross a pool;</i> UNDERSTAND: <i>..the dangers of swimming in an open water area and the importance of getting help rather than going in after someone;</i>
		Key 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: KS2

Activity: *Swimming - Beginner*

Focus: *Propulsion*

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</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 Question – Week 1:</i> Identify the Problem: <i>Why is your head position so important in swimming?</i> Entering: (Working Towards) <i>They are able to use kick and pull actions using a continuous motion that is under control, using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a recognised swimming action to enable them to cross the pool.</i> Exceeding: (Working Beyond) <i>They are able to show fluency when performing their swimming action. They control their breathing and can use their skills effectively either to take part in competitions and/or demonstrate personal survival skills.</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>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: KS2

Activity: *Swimming - Improvers*

Focus: *Stroke Development*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Pupils should continue to implement and develop a broader range of skills and be taught to: a) pace themselves in floating and swimming challenges, related to speed, distance and personal survival; b) swim competently, confidently and proficiently over a distance of at least 25m; c) use a range of strokes effectively (<i>for example, front crawl, backstroke, and breaststroke</i>) d) <i>Perform safe self-rescue in different water-based situations;</i> Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can swim 10 metres.</i> EXPLORE: <i>..a variety of activities that will develop:</i> - <i>entry/exit - jump in/climb out at side;</i> - <i>flotation on front and back in different shapes;</i> - <i>breathing - allowing air to escape leading to changes of level and buoyancy;</i> - <i>propulsion - crossing the pool;</i> - <i>propulsion in a prone/supine position;</i> - <i>turning about different axes;</i> <i>..submersion - retrieving objects and going through hoops, etc. head first/swim under water;</i> EXPERIENCE: <i>..activities to develop propulsion skills:</i> - <i>front crawl/backstroke;</i> - <i>breast stroke;</i> - <i>sculling;</i> <i>..different shapes on front and back;</i> <i>..jumping in from the side making different shapes;</i> DEVELOP: <i>..their water confidence and stamina to complete 25m on front and back;</i> <i>..the synchronisation of the breaststroke arm and leg actions;</i> <i>..stroke technique - stretching/pulling/pushing;</i> CONSIDER: <i>..safety issues in relation to summoning help and leaving the pool in an emergency - know where to go and what to do - what are the signals;</i> <i>..performing a reaching rescue;</i>	KNOW: <i>..when and why you would use a mushroom float;</i> APPLY: <i>..can swim 25m on their front and back using recognised stokes;</i> BEHAVIOUR/AFFECTIVE: <i>..the dangers of swimming beyond their limitation;</i>
		Key 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: KS2

Activity: Swimming - Improvers

Focus: Stroke Development

Week: 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</i>	Introduction/Warm Up: <i>..mirror teachers actions – mobilising, stretching actions;</i> EXPLORE/EXPERIENCE: <i>..whilst floating find different ways of:</i> <i>- rolling;</i> <i>- rotating;</i> <i>- spinning</i> <i>- tumbling;</i> <i>..a variety of activities that include:</i> <i>- collecting objects;</i> <i>- swimming through hoops, etc.</i> DEVELOP: <i>..stroke technique such as:</i> <i>- leg kick – ‘floppy’ ankles – two hands on the float;</i> <i>- holding the float with one/alternate hands;</i> <i>- pull – float between the legs;</i> <i>- breathing;</i> <i>- full stroke;</i> <i>..introduce breaststroke:</i> <i>- breaststroke legs on their back, holding a float on their chest so they can see their legs;</i> <i>- breaststroke arms – standing shoulders under the water;</i> <i>- breaststroke legs against the wall;</i> COOL DOWN/CONCLUSION: <i>..swim through a hoop;</i> <i>..‘Rats and Rabbits’ game stand in the middle of the pool side by side with a partner – one side being called rats the other side rabbits. Try to reach the side of the pool before they are touched by their partner.</i>	Key Question – Week 1: Identify the Problem: <i>Why is your head position so important in swimming?</i> Entering: (Working Towards) <i>They are able to use kick and pull actions using a continuous motion that is under control, using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a recognised swimming action to enable them to cross the pool.</i> Exceeding: (Working Beyond) <i>They are able to show fluency when performing their swimming action. They control their breathing and can use their skills effectively either to take part in competitions and/or demonstrate personal survival skills.</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, grouping, support;</i>		



Planning for Attainment in Physical Education - Scheme of Work

Year Group: KS2

Activity: *Swimming – Deep Water*

Focus: *Propulsion*

No of Lessons: 6

Learning Objectives	Learning Progressions	Learning Outcomes
Pupils should continue to implement and develop a broader range of skills and be taught to: a) pace themselves in floating and swimming challenges, related to speed, distance and personal survival; b) swim competently, confidently and proficiently over a distance of at least 25m; c) use a range of strokes effectively (<i>for example, front crawl, backstroke, and breaststroke</i>) d) <i>Perform safe self-rescue in different water-based situations;</i> Preparation for life and participation: Pupils should be provided with opportunities to become physically confident in a way which supports their health and fitness. Analysis and evaluation: Pupils should learn to evaluate and recognise their own success. Challenge: Pupils should develop an understanding of how to improve in different physical activities.	CONTEXT/PREVIOUS EXPERIENCE: <i>Can swim 25 metres on front and back and develop survival skills.</i> EXPLORE: <i>..different ways of entering the pool:</i> - shallow entry jump; - racing dive (<i>where the depth of water is 1.8m</i>); <i>..floatation activities - making floats, help/huddle positions;</i> <i>..propulsion:</i> - speed, distance; - fly leg kick- <i>on side, with breast stroke arms, on back;</i> - fly single arm action; - whole stroke; EXPERIENCE: <i>..treading water and survival techniques;</i> <i>..surface dives - to collect an object - feet/head first;</i> <i>..rotation - forward roll - turning at the wall;</i> DEVELOP: <i>..breathing activities:</i> - trickle/explosive breathing; - timing for speed; - for buoyancy; <i>..water safety:</i> - a throwing rescue for a partner (<i>selecting a relevant technique and equipment</i>); CONSIDER: <i>..water polo, synchronised swimming;</i> <i>..creating own strokes - inverted breast stroke, double armed back stroke, side stroke, etc.</i>	KNOW: <i>..how to make a float out of clothing;</i> CAN DO: <i>..can conduct a throwing rescue;</i> <i>..can tumble turn;</i> UNDERSTAND: <i>..why it is important to conserve energy when waiting to be rescued;</i>
		Key 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: KS2

Activity: Swimming – Deep Water

Focus: Propulsion

Week 1

Learning Objectives	Learning Progressions	Assessment for Learning
Effective Participant Entering <i>* Encouraging:</i> <i>o Is a positive influence on others;</i> <i>o Brings their kit;</i> <i>o Is prompt when asked to do things;</i> Secure <i>* Respectful:</i> <i>o Listens to instructions;</i> <i>o Has good manners;</i> <i>o Works well with others;</i> <i>o Talks to peers</i> Exceeding <i>* Sportsmanship:</i> <i>o Plays fairly and according to the rules;</i> <i>o Copes well with success and failure;</i> <i>o Sets an example to others;</i>	Introduction/Warm Up: <i>..mirror a partner in a stretching warm up – followed by 4 widths alternating with their partner;</i> EXPLORE/EXPERIENCE: <i>..tread water;</i> <i>..sculling – head and then feet first;</i> <i>..float – making different shapes;</i> <i>..entry into the pool:</i> <i>- hands onto the pool side;</i> <i>- jump into the pool;</i> <i>- straddle - shallow water entry;</i> <i>..dive entry:</i> <i>- seated dive;</i> <i>- crouched dive;</i> <i>- squat dive;</i> <i>- standing dive;</i> DEVELOP: <i>..full stroke - breathing techniques:</i> <i>- limited breathing (every 2 or 4 strokes);</i> <i>- breathing out in the water:</i> <i>▪ trickle;</i> <i>▪ explosive;</i> <i>..turning at the wall:</i> <i>- swim half way across the pool then roll and stand;</i> <i>- swim half way across the pool roll then continue to swim across the pool;</i> <i>- swim towards the wall, roll and push off the wall;</i> <i>..introduce butterfly legs on the front, side and back (no floats);</i> COOL DOWN/CONCLUSION: <i>..swim across the pool balancing a float on the head;</i>	Key Question – Week 1: Identify the Problem: <i>Why is your head position so important in swimming?</i> Entering: (Working Towards) <i>They are able to use kick and pull actions using a continuous motion that is under control, using swimming aids wherever necessary.</i> Secure: (Working At) <i>They are able to use a recognised swimming action to enable them to cross the pool.</i> Exceeding: (Working Beyond) <i>They are able to show fluency when performing their swimming action. They control their breathing and can use their skills effectively either to take part in competitions and/or demonstrate personal survival skills.</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>		