

## Primary PE Scheme of Work Preview

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



## What's in the folder?

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

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

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

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

Gymnastics *Edition 2* and Dance folders also include additional resources. The Gymnastics scheme includes skill development cards, resources and 130 supporting videos. The Dance scheme includes resources cards, videos with 72 dance moves to music for Key Stage 2 lessons.

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

## Preview

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

## PE Curriculum Map

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

## Scheme of Work Folders

### Athletics KS 1&2

(14 Units, Games and Glossary)

### Dance KS 1&2

(14 Units, Games, Glossary & Resources and Dance Moves Video)

### Gym *Edition 2* KS 1&2

(18 Units, Pulse Raisers, Muscle Activation, Skill Development Activities, Glossary, Resources and 130 Videos)

### Games 1 KS 1&2

(22 Units, Games & Glossaries)

*Basketball, Cricket, Football, Hockey, KS1 Games*

### Games 2 KS 2

(21 Units, Games & Glossaries)

*Netball, OAA, Rounders, Sports Leaders, Tag Rugby, Tennis*

### EYFS Physical Development

(Guidance Info and 32 Activity Cards)



## Primary PE Curriculum Map (Example)

Please note, Swimming should also be provided as part of your PE Curriculum in KS1 and/or KS2

	Autumn 1 Sep - Oct		Autumn 2 Nov - Dec		Spring 1 Jan - Feb		Spring 2 Feb - Mar		Summer 1 Apr - May		Summer 2 Jun - Jul	
	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Year 1	Athletics (1)	Dance (1)	Games (1)	Gym (1)	Gym (2)	Dance (2)	Dance (3)	Games (2)	Athletics (2)	Gym (3)	Athletics (3)	Games (3)
Year 2	Athletics (1)	Dance (1)	Games (1)	Gym (1)	Gym (2)	Dance (2)	Dance (3)	Games (2)	Athletics (2)	Gym (3)	Athletics (3)	Games (3)
Year 3	Athletics (1)	Invasion Games (1)	Invasion Games (2)	Gym (1)	Gym (2)	Dance (1)	Dance (2)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (1)	S & F Games (1) Rounders
Year 4	Athletics (1)	Invasion Games (1)	Invasion Games (2)	Gym (1)	Gym (2)	Dance (1)	Dance (2)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders
Year 5	Athletics (1)	Leadership	Invasion Games (1)	Gym (1)	Invasion Games (2)	Dance (1)	Invasion Games (3)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders
Year 6	Athletics (1)	Invasion Games (1)	Invasion Games (2)	Gym (1)	Invasion Games (3)	Dance (1)	Invasion Games (4)	OAA (1)	N & W Games (1) Tennis	S & F Games (1) Cricket	Athletics (2)	S & F Games (2) Rounders

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

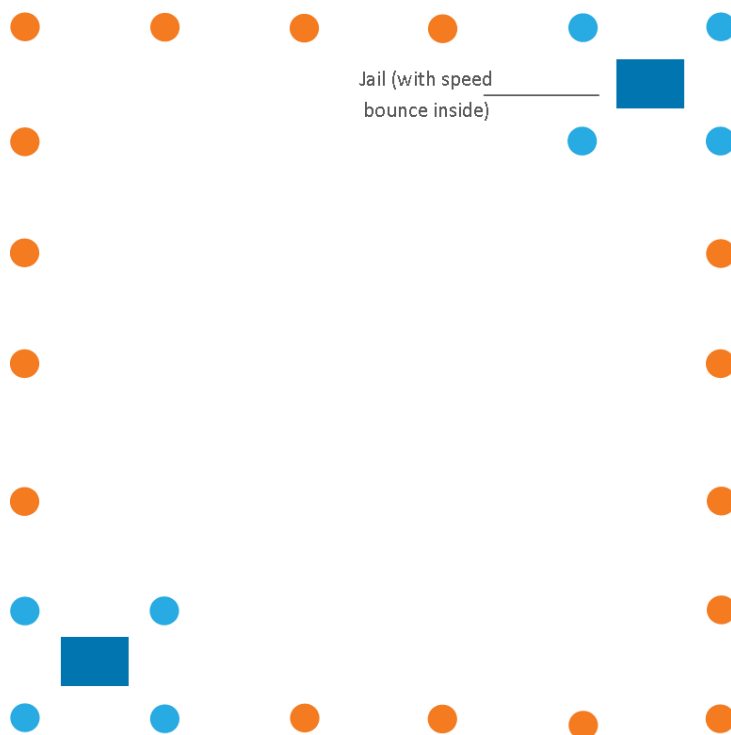
Teaching and Learning Points		Activity Ideas	Differentiation	Vocabulary and Questions
<b>SESSION 1</b>		<b>LO: To understand the different effects exercise has on the body.</b>		
<p><b>Changes during exercise</b></p> <ul style="list-style-type: none"> <li>✓ Hotter</li> <li>✓ Heart beating faster</li>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

# Jail Break

## Games Appendix N

### Set up

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



### How to play

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

### Resources

- Bibs
- Cones
- Speed bounces

# Glossary

## Slalom

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



## Sling throw

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

## Speed Bounce

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

## Sprint

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

## Static movements

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

## Take-off phase

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

## Track events

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

## Triple jump

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

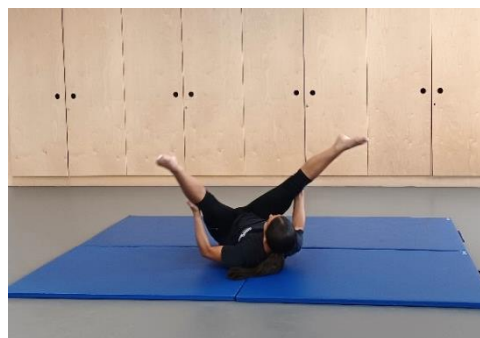
**Learning Objectives:** Children (chn) further develop key gymnastic skills and a variety of actions to create sequences on the floor and with apparatus. They are introduced to forward roll, headstand and flight/vaulting. They work as an individual, cooperatively with a partner and within a small group. They begin to demonstrate more quality and control within their actions and start to understand how they can improve.\*

Teaching and Learning Points	Activity Ideas	Differentiation	Questioning for Assessment
<b>SESSION 1</b>			
<b>LO: (TRAVEL) To understand how to travel in formation as a group and develop ways to move in a variety of directions and pathways. To introduce the Headstand.</b>			
<p><b>Travelling in Formation</b></p> <ul style="list-style-type: none"> <li>✓ Moving as a group</li> <li>✓ March to the rhythm</li> <li>✓ Timing movements</li> <li>✓ Communication</li> <li>✓ Canon and symmetry</li> </ul> <p><b>Headstand Base</b></p> <ul style="list-style-type: none"> <li>✓ Hands shoulder width apart, fingers spread, hairline of head touches mat to create a triangle shape</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pulse Raiser:</b> Play <b>Climb the Battlements</b>.</li> <li>- <b>Muscle Activation:</b> Follow the <b>Full Body Stretch</b> activity.</li> <li>- <b>Group work:</b> In two groups on opposite sides of the hall, ask chn to work as a team to travel to the centre of the hall and back again, in a straight line and as a group. Discuss symmetry and quality of movement. Continue to follow the <b>Team Formation</b> activities (see skill development card) focussing on quality of movements and keeping to the rhythm as a group.</li> <li>- <b>Cool Down:</b> Follow the <b>Headstand</b> activity: <b>Stage 1, Creating the Base</b>. Chn to perform stages 1 – 3 with a partner. <b>1.</b> Kneeling with the arms raised above the head. <b>2.</b> Place the hands close to the knees, shoulder width apart with fingers spread. <b>3.</b> Place the hairline of the head on the floor in front of the hand to create an equilateral triangle with their hands and head. Elbows over the wrists. Partners to check for the shape.</li> <li>- <b>Reflect</b> on what the chn have learnt in the lesson.</li> </ul>	<p>Easier: Reduce group sizes.</p> <p>Use music to help keep rhythm</p> <p>Challenge: Change tempo of the rhythm.</p>	<p><b>HEAD</b> – What do we mean by ‘travelling in formation’?</p> <p><b>HEART</b> – What did your group do well to work together as a team? What could your team do to improve?</p> <p><b>HANDS</b> – Can you demonstrate the Headstand Base position?</p>
<b>SESSION 2</b>			
<b>LO: (ROLL) To learn and understand how to perform a variety of exits from a roll including standing and to explore ways to travel towards and away from a rocking and rolling action. To progress the Headstand.</b>			
<p><b>Rock and Roll to Standing</b></p> <ul style="list-style-type: none"> <li>✓ Rock back in a tuck shape</li> <li>✓ Rock forwards</li> <li>✓ Draw the heels into the bottom</li> <li>✓ Throw the arms forward and stand up</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pulse Raiser:</b> Play <b>Bones</b> to travel around the hall considering safety points.</li> <li>- <b>Muscle Activation:</b> Follow the <b>Seated Stretch</b> activity.</li> <li>- Follow the <b>Forward Roll - Entry</b> activity. Choose a child to demonstrate, starting in a standing <b>Straight Stretch</b> position using numbers 1 – 5 to deliver the activity. Allow chn to practise on the mat, taking turns with their partner / group of 3. <b>Follow</b> the <b>Forward Roll - Rock and Roll</b> activity to risk assess chn’s ability to roll safely, progressing to ‘standing’.</li> <li>- <b>Cool down:</b> Follow the <b>Headstand</b> activity: <b>Stage 2, Partial Support</b>. Re-visit <b>Creating the Base</b> and then <b>Partial Support</b> stages 1 – 10. <b>Reflect</b> on the progress chn have made.</li> </ul>	<p>Enabling activity for Rock and Roll to ‘standing’:</p> <p>Feet off the edge of a mat Partner assist to stand To one knee, rock to stand Challenge chn to travel away from the Rock and Roll to Stand</p> <p><b>Headstand:</b> Group chn with similar ability on mats.</p>	<p><b>HEAD</b> – Can you describe how your body moves to exit a roll?</p> <p><b>HEART</b> – How did you give constructive feedback to others in a positive way?</p> <p><b>HANDS</b> – Can you demonstrate how to exit a Forward Roll with quality?</p>

# Teddy Bear Roll

## Skill Development

A roll sideways through 180 degrees, whilst maintaining a seated straddle shape.



### Teaching Points

Sitting with legs in a fixed straddle shape (90 degrees) from start to finish  
Hands placed just below the knees to secure the shape throughout the roll.  
Movement is side, back, side, sit up.

Use numbers 1-4 to simplify the challenge:

1. Fall to the side, one leg raised, shoulder placed on the floor.
2. Roll onto the back, legs straddled vertically.
3. Continue the roll, placing the other shoulder on the floor, one leg raised vertically.
4. Complete the roll to finish in a straddle seated shape, 180 degrees from the start position.

As children progress in competence they may take hands from the knees and hold them extended wide to the sides, and horizontally throughout the roll.




**Quality:** Arms straight, Legs straight and in a straddle shape throughout, 90 degree angle with the body, back flat and ankles extended, toes pointed.

**Enabling Activity:** Use two spots to provide a guide of the direction and placement of the shoulders during in the roll (see video).

### Safety

- ✓ Head up at the start and finish
- ✓ Awareness of others and surroundings
- ✓ Perform on a comfort mat

### Progression

- **Teddy Bear Roll with Partner** 
- **Teddy Bear Roll in a Group** 
- **Combination Roll** 



## Resources

- Hula hoops, balls
- Ropes




- Trestle tables
- Parachute/s

- Wall frame
- Benches

- Vault
- Floor spots/lines

- Mats
- Springboard

## Assessment\*

	<b>HEAD</b> Creativity Understanding Decision Making 	<b>HEART</b> Fair Play Leadership Social 	<b>HANDS</b> Fitness Physical Literacy 
<b>BRONZE</b>	<ul style="list-style-type: none"> <li>- Can recall 3 or 4 basic gymnastic actions from a sequence with some support</li> <li>- Can understand basic terms such as control, stillness balance, unison</li> <li>- Can use equipment and space safely</li> <li>- Can design a movement phase with some creativity</li> <li>- Can observe others and identify some areas to feedback using positive communication</li> </ul>	<ul style="list-style-type: none"> <li>- Able to take turns and share space and equipment most of the time</li> <li>- Can work with a partner with minimal direction from an adult most of the time</li> <li>- Can often consider others feelings when working together or giving feedback</li> <li>- Understand how to manage their emotions most of the time</li> <li>- Begin to understand that mistakes are important and help us to learn</li> </ul>	<ul style="list-style-type: none"> <li>- Develop gymnastic actions improving their control and coordination</li> <li>- Link and repeat actions sometimes with help</li> <li>- Can feel the difference in their body when they are tense and relaxed, and stretch fingers/toes</li> <li>- Can transition smoothly some of the time</li> <li>- Can control their bodies to keep themselves and those around them safe</li> </ul>
<b>SILVER</b>	<ul style="list-style-type: none"> <li>- Begin to remember and repeat 5 - 7 linked gymnastic actions</li> <li>- Explain and understand words such as transition, quality, counter balance, flight, spinning, tension/extension and canon</li> <li>- Can be creative when designing their short sequence. Can demonstrate and explain these to a partner</li> <li>- Can observe others and give positive and constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy working in pairs or small groups to complete a task cooperatively</li> <li>- Can cope with the emotions they feel in competitive scenarios and when receiving feedback</li> <li>- Begin to understand and demonstrate empathy and kindness when working with others</li> <li>- Can develop trust in others and be trusted by their peers, demonstrate responsible behaviour</li> <li>- Start to develop more resilience and understand that mistakes are a vital part of their learning</li> </ul>	<ul style="list-style-type: none"> <li>- Developing their level of control and coordination when travelling, rolling, jumping, balancing and vaulting</li> <li>- Identify and copy gymnastic actions with quality some of the time</li> <li>- Can make their body tense, relaxed and stretched</li> <li>- Repeat sequences with accuracy and include smooth transitions</li> <li>- Demonstrate an increased level of stamina, strength and speed to enhance performance</li> </ul>
<b>GOLD</b>	<ul style="list-style-type: none"> <li>- Able to create and recall a creative sequence of up to 9 gymnastic actions</li> <li>- Describe key vocabulary such as extension, tension, flight, 'weight on' and begin to explain why they are important</li> <li>- Can describe their own and others techniques and provide positive constructive feedback with an understanding of how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Work effectively in pairs or small groups to complete a task cooperatively, demonstrating leadership and empathy</li> <li>- Regularly apply good strategies to manage their emotions when under pressure or being critiqued</li> <li>- Able to trust in others and be trusted by their peers, demonstrate responsible behaviour</li> <li>- Demonstrate resilience most of the time and a positive mindset to developing themselves and others. Show a positive response to others' mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- Perform longer movement sequences confidently with a clear beginning, middle and end</li> <li>- Consistently repeat sequences with accuracy and smooth transitions</li> <li>- Able to perform more complex gymnastic actions with good control and variety</li> <li>- Can often demonstrate good timing of movement when working with a partner (e.g when in unison)</li> <li>- Able to perform vault with minimal support</li> <li>- Demonstrate a good level of stamina, strength and speed to enhance performance</li> </ul>

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

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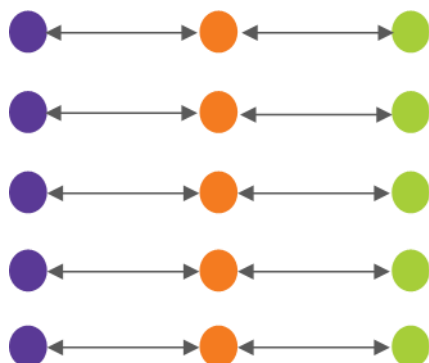
# Cricket

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

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
<b>SESSION 1</b> LO: To be able to throw a ball under-arm and catch a ball safely. To work constructively with a partner.			
<p><b>Catching</b></p> <ul style="list-style-type: none"> <li>✓ Watching the ball</li> <li>✓ Hands together</li> <li>✓ Fingers pointing to the floor</li> </ul> <p><b>Throwing under-arm</b></p> <ul style="list-style-type: none"> <li>✓ Side on stance</li> <li>✓ Point at target</li> <li>✓ Straighten arm</li> </ul> <p><b>Partner work</b></p> <ul style="list-style-type: none"> <li>✓ Communicate</li> <li>✓ Positive</li> <li>✓ Areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Warm Up:</b> Play <b>Go! Look! Listen!</b></li> <li>- <b>Demonstrate</b> catching and throwing technique, highlighting key teaching points (focus on hands and eyes).</li> <li>- <b>Under-arm throw and catch</b> to themselves from a static position:               <ul style="list-style-type: none"> <li>o Use of one hand only (strong and weak hands)</li> </ul> </li> <li>- <b>Clap catching</b> in a stationary position:               <ul style="list-style-type: none"> <li>o How many claps can they do (strong and weak hands)?</li> </ul> </li> <li>- <b>Under-arm throw and catch</b> to themselves whilst moving (use a large space to avoid chn colliding with one another):               <ul style="list-style-type: none"> <li>o Use of one hand only (strong and weak hands)</li> </ul> </li> <li>- With a partner practise under-arm throwing and catching techniques demonstrated over a distance of 5m, gradually increasing the distances used. How far can pairs go and still successfully through and catch?</li> <li>- <b>Endball:</b> Play small sided games (3v3), using under-arm throws only.</li> <li>- <b>Cool Down:</b> Discuss throwing and catching techniques.</li> </ul>	<p>Easier: bigger/softer ball, use two hands, bounce and catch. Harder: smaller ball, increase number of claps. Similar ability pairs. Change: distance, size/type of ball.</p> <p>Harder: bigger area, one handed, smaller ball.</p>	<p>What do you notice about throwing/catching technique? What do you do with your hands? How should your body be positioned?</p> <ul style="list-style-type: none"> <li>- Hands</li> <li>- Accuracy</li> <li>- Quality</li> </ul>
<b>SESSION 2</b> LO: To be able to throw a ball over-arm and catch a ball thrown over-arm using different techniques. To work effectively in a group.			
<p><b>Throwing over-arm</b></p> <ul style="list-style-type: none"> <li>✓ Side on stance</li> <li>✓ Point at target</li> <li>✓ Release from high</li> </ul> <p><b>Group work</b></p> <ul style="list-style-type: none"> <li>✓ Communicate</li> <li>✓ Positive</li> <li>✓ Areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Warm Up:</b> Play <b>Handball Cricket</b> (under-arm only).</li> <li>- <b>Recap</b> throwing under-arm and catching from previous session, using key teaching points.</li> <li>- <b>Practise</b> over-arm throwing techniques demonstrated over a distance of 10m:               <ul style="list-style-type: none"> <li>o Let the ball bounce once before catching</li> <li>o Not letting the ball bounce (if chn are confident and competent)</li> </ul> </li> <li>- <b>Practise</b> different catching techniques for above and below waist.</li> <li>- <b>Relay races</b> over 15m, in pairs or a group, pupils can't move with the ball.</li> <li>- <b>Observe and provide feedback</b> on techniques practised, in groups of four.</li> <li>- <b>Handball Cricket:</b> Chn can now use over-arm throws (and under-arm).</li> <li>- <b>Cool Down:</b> Group discussion on good techniques - what worked well for accurate throws and safe catching? What do you need to work on?</li> </ul>	<p>Easier: smaller pitch, bigger balls. Change: distance, size/type of ball, type of throw.</p> <p>Easier: smaller distance, under-arm throws. Harder: bigger area, smaller ball. Mixed ability groupings. Chn discuss in mixed ability pairs.</p>	<p>How should you position your body? What should you do with your non-throwing hand? Where do you release the ball?</p> <ul style="list-style-type: none"> <li>- Feedback</li> <li>- Positive</li> <li>- Improvement</li> </ul>

### Set up

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



### How to play

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

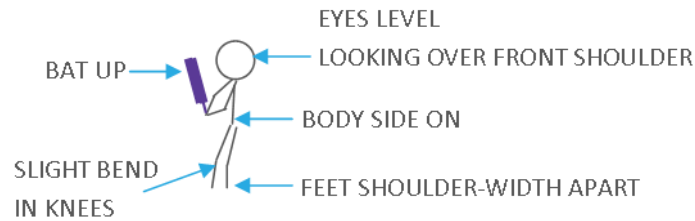
Use as many, or as few, of these rules as you see fit for the class you are teaching.

### Resources

- Cones (different colours)

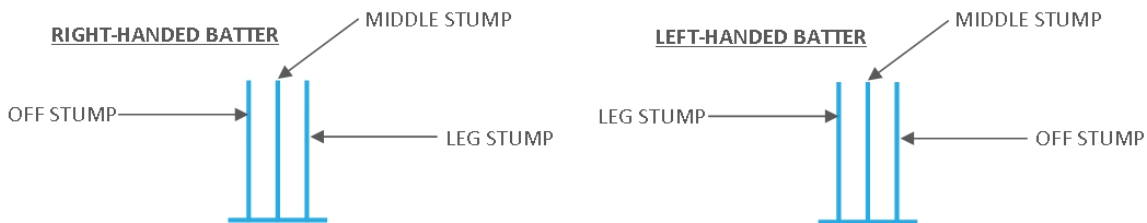
## Stance

A batter's 'waiting position'.



## Stumps

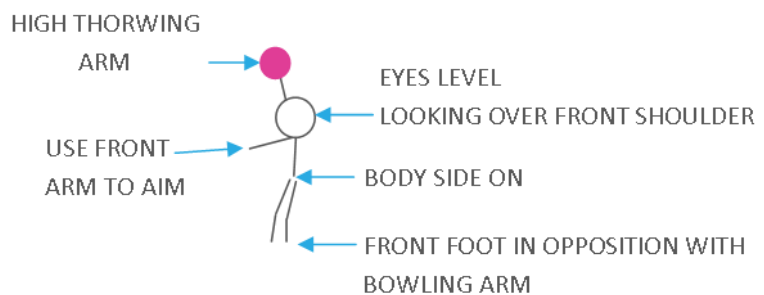
Three stumps make up the wicket. This is the target that the bowlers aim for.



## Sweep shot

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




## Throwing technique



## Resources

- Balls (variety)
- Bats (different sizes)
- Batting tees
- Cones
- Lines
- Spots
- Stumps

## Assessment\*

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

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

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

### Set up

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



### How to play

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

### Progression

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

### Technique

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

## Resources

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

## Assessment



**Where** should you look to find a group?

*Compare answer with age relevant EYFS 1*



**How** could you help others in this game?

*Compare answer with age relevant EYFS 2*



**How** did your body make the bubble move?

*Compare answer with age relevant EYFS 1*

## Taken from the EYFS Guidance Document:

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

(40-50 Months)

#### (1) Head

##### 1 (i) Listening and Attention

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

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

#### (2) Heart

##### 2 (ii) Self-confidence and Self-awareness

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

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



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

(50-60 Months)

## (2) Heart

### 2 (i) Making Relationships

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

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

## (3) Hands

### 3 (i) Moving and Handling

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

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