Cambridgeshire County Council and Cambridgeshire School Sports Partnerships are delighted to announce their brand new Scheme of Work for teaching Physical Education, for teachers, by teachers. This comprehensive resource provides all that your school needs to deliver a high quality PE curriculum.

Part One features comprehensive lesson by lesson plans, support material and guidance for Dance, Games and Gymnastics, laid out in year booklets, for Reception through to year 6. Part Two contains more Dance, Games and Gymnastics as well as Outdoor and Adventurous Activities, Swimming and KS2 Athletics. The Dance music has been specially written and is supplied on a cd-rom along with all the year booklets as pdfs. The Introduction Booklet provides comprehensive support material for the PE Subject Leader.

To view sample pages please visit: pe.learntogether.org.uk/. There is a separate publication containing the relevant year groups for Infant and Junior Schools.

Cambridgeshire School Sports Partnerships have a unique role to play in this development, and other para-professionals have a vital part to play in this development. Physical Education is a subject that is taught by teachers, teaching assistants and other professionals who have the most direct impact on pupils. This Scheme of Work has been a joint venture and the Scheme contains many ideas from school teachers, teaching assistants and other para-professionals.

This Scheme of Work has been a joint venture and the Scheme contains many ideas from school teachers, teaching assistants and other para-professionals. This is a resource that has been developed by teachers, for teachers.

Cambridgeshire County Council and Cambridgeshire School Sports Partnerships are delighted to announce their brand new Scheme of Work for teaching Physical Education, for teachers, by teachers. This comprehensive resource provides all that your school needs to deliver a high quality PE curriculum.

Part One features comprehensive lesson by lesson plans, support material and guidance for Dance, Games and Gymnastics, laid out in year booklets, for Reception through to year 6. Part Two contains more Dance, Games and Gymnastics as well as Outdoor and Adventurous Activities, Swimming and KS2 Athletics. The Dance music has been specially written and is supplied on a cd-rom along with all the year booklets as pdfs. The Introduction Booklet provides comprehensive support material for the PE Subject Leader.

To view sample pages please visit: pe.learntogether.org.uk/. There is a separate publication containing the relevant year groups for Infant and Junior Schools.
Cambridgeshire County Council and Cambridgeshire School Sports Partnerships are delighted to announce their brand new Scheme of Work for teaching Physical Education, for teachers, by teachers. This comprehensive resource provides all that your school needs to deliver a high quality PE curriculum.

Part One features comprehensive lesson by lesson plans, support material and guidance for Dance, Games and Gymnastics, laid out in year booklets, for Reception through to year 6. Part Two contains more Dance, Games and Gymnastics as well as Outdoor and Adventurous Activities, Swimming and KS2 Athletics. The Dance music has been specially written and is supplied on a cd-rom along with all the year booklets as pdfs. The Introduction Booklet provides comprehensive support material for the PE Subject Leader.

To view sample pages please visit: pe.learntogether.org.uk/. There is a separate publication containing the relevant year groups for Infant and Junior Schools.

Cambridgeshire County Council

Non-Cambridgeshire Schools
Infant School - £195 Junior School - £265 Primary School - £375
One price for both Parts 1 & 2, all prices plus p&p if applicable

I would like to order ....... copy(ies) the above.

Name of person:

Name of school:

Full postal address:

Email Address: Telephone Number:

Purchase Order Number (if required)

Please fax back to Justine Spencer on 01480 376258 or email justine.spencer@cambridgeshire.gov.uk, or post to Education Health, Safety & Wellbeing Team, Cambridgeshire County Council, Stanton House, Stanton Way, Huntingdon, Cambs PE29 6XL
Cambridgeshire Scheme of Work for Physical Education

This resource is dedicated to the memory of Ally Brennan, an inspirational teacher whose passion for Physical Education had a huge impact on many pupils and staff in Cambridgeshire and beyond. Her work appears in this Scheme, please visit: www.theallybrennantrust.com

Contents

Introduction 5
Curriculum Guidance 7
Curriculum Planning 7
Allocation of Time 8
How to Use the Resource 8
Other Resources and Appendices 9
What Teachers Have to Teach 10
The Teaching and Learning Process 12
Ladder of Learning in PE 13
Lesson Format – Basic Lesson Plan 14
Assessment 14
Warming up and Cooling Down 15
Links between PE and PSHE 17
Physical Education and Spiritual, Moral, Social and Cultural development 19
Physical Literacy and the background to FUNdamentals 20
Similarities between FUNdamentals and National Curriculum requirements 22
Teaching Dance 25
Assessment in Dance 27
Teaching Gymnastics 29
Gymnastics – End of Unit Core Tasks 32
Assessment in Gymnastics 34
Further Support for Delivery 36
Safe Handling of Gymnastic Apparatus 38
Teaching Games 41
KS1 Generic Multi-skills Festival 44
KS2 Generic Multi-skills Festival 45
Net Multi-skills Festival 46
Invasion Games Festival 47
Striking and Fielding Festival 48
Assessment in Games 49
Competition Framework 50

Cambridgeshire Scheme of Work for Physical Education

Notice of Copyright
Please note that copyright exists on all materials included with these resources (the resources). This forbids any copying, loan, sale or distribution other than within the Terms and Conditions set out below.

Individual School/Setting Purchase
Permission for Use
(including materials issued as part of training events, conferences or consultancy whether organised by Cambridgeshire PE Service or other providers with Cambridgeshire PE Service permission)
1. Purchasers may use the resources for their own reference and use within their own organisations
2. They may load materials on any computer within their workplace(s) and/or those used at home for work related purposes.

Restrictions of Use
1. Purchasers must not make copies of any part of the resources for distribution to other schools, individuals or organisations
2. They may incorporate any part of the resources within their own materials or resources without express permission. Where such permission is granted drafts of the intended inclusion must be submitted for approval and an agreed attribution must be included within the resources/materials
3. Purchasers must not load software onto computers owned or used by other organisations or individuals.

Other Purchasers
Restrictions of Use
1. Purchasers must not make copies of any part of the resources for distribution to schools or other organisations or for use in any training or consultancy activity without the express permission of Cambridgeshire PE Service. Where such permission is given, all copies used and distributed must retain the Cambridgeshire PE Service logo and formal copyright notice. Individuals or schools to whom such copies are distributed must be made aware of the copyright restrictions that apply to further copying and distribution within their organisations and workplaces.
2. Purchasers may not incorporate any part of the resources within their own materials or resources without express permission. Where such permission is granted drafts of the intended inclusion must be submitted for approval and an agreed attribution must be included within the resources/materials
3. Purchasers must not load resources onto computers owned or used by other organisations or individuals except with express permission as part of a training event.

Cambridgeshire
Scheme of Work
for Physical
Education

This resource is dedicated to the memory of Ally Brennan, an inspirational teacher whose passion for Physical Education had a huge impact on many pupils and staff in Cambridgeshire and beyond. Her work appears in this Scheme, please visit: www.theallybrennantrust.com
Welcome to the Cambridgeshire Scheme of Work for Physical Education, which has been produced to support the planning and delivery of National Curriculum Physical Education from 2014 onwards. The scheme provides a range of activity-based units of work that are progressive from Key Stage One upwards: fundamental movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two National Curriculum programmes of study for Physical Education.

Physical Education is a unique subject in that it is about learning in the physical and developing the physical competence to enjoy the technical aspects and challenges of the chosen physical activity. Primary school teachers, teaching assistants and other para-professionals have a unique role to play in this development, taking very young children on a journey to develop their basic physical abilities such as running, throwing, jumping, striking and catching as well as their joy of free movement and expression. The notion of ‘learning to move; moving to learn’ underpins a high-quality Physical Education curriculum and is where this resource aims to support staff to deliver consistently high quality Physical Education lessons.

The London 2012 Olympics and Paralympics sparked more interest and enthusiasm from pupils, staff, parents and Government. This, combined with new funding for Primary Schools, means that all schools can provide an inspirational Physical Education experience for all pupils, a fitting legacy to 2012 and one way to develop a generation of more physically engaged, active and competent young people. Thus ‘learning to move; moving to learn’ becomes ‘moving for life’.

This Scheme of Work has been a collaboration across Cambridgeshire, using the best local expertise from teachers, many staff in the School Sport Partnerships, the Cambridgeshire County Council PE Adviser and Associate Advisers. The Scheme contains many new, specially developed units of work, locally developed units that are now available to all, and enhanced well-known favourites. The School Sport Partnerships are represented by their group logo, ‘Cambridgeshire Sport and Education Partnership’.

Without the support and willingness to share ideas and resources from all those involved, the development of this Scheme would not have been possible. I am indebted to their generosity of time and spirit, for which I thank them wholeheartedly.
Dance, Games and Gymnastics – Part One

Part One of the Scheme contains units of work that are most suitable to be taught in the autumn and spring terms, although they could be delivered at other times of the year.

Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous activities and Swimming – Part Two

This part of the Scheme contains more units of work for Dance and Gymnastics and units that are most suitable to be taught in the spring and summer terms, although they could be delivered at other times of the year. My thanks to Stephen Brown for his contribution to this section.

Curriculum Guidance

As the 2014 National Curriculum for Physical Education does not state specific areas of activity for teaching, it is up to each school to determine the context (activity) through which pupils will develop their competence, knowledge, skills and understanding. The activity areas in this scheme are designed to support Physical Education delivery in the vast majority of primary schools and are the most popular activities designed with schools resources, equipment and facilities in mind, which also complement the Schools Games competition system. Please see the Competition Framework for more details.

Each area of activity has a brief explanation about the aims and outcomes of that activity, brief detail about the key competencies to be achieved and a summary of the units provided.

The Scheme of Work is flexible so that units can be taught in different year groups, where stated, whilst still ensuring progression. This is to ensure that the scheme has the widest use, for a wide range of schools with pupils of varying needs. The exception to this is the Gymnastics units, which are planned to ensure a clear progression, often throughout and by year group, but also accounting for a ‘stage not age’ approach where key competencies are reinforced. The Games related part of the Scheme contains fundamental movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then has a specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two programmes of study for Physical Education.

Therefore planning is key. Planning over the Key Stage and between stages is crucial for each child’s progression in Physical Education. As such, a clear curriculum map that provides a broad and balanced curriculum which is supported by the extra-curricular programme is vital.

Curriculum Planning

When mapping the curriculum for Physical Education, answers to the following questions can help determine how each school should proceed:

- Is there an appropriate mix of breadth of activities and balance between games, team or otherwise, individual such as gymnastics and athletic activities, aquatic provision (statutory during KS2), competitive activities, team building and collaborative activities?
- What key knowledge and competencies do pupils enter Key Stage One with? What are the strengths and what is missing? Is there a fundamental movement skills unit(s) in Key Stage One?
- Is swimming taught during Key Stage Two and in a way that pupils are likely to meet or exceed the end of Key Stage requirements?
- Are outdoor and adventurous activities taught during Key Stage Two, and in a way that contributes to the purpose of study for Physical Education as laid down in the National Curriculum documentation?
- Do pupils experience two different activity areas of Physical Education in one week or are they concentrating on accelerating learning in one area for a block of time?

“In PE it is lots of fun. We get to do lots of different activities and learn new skills.”

Amy Year 3
How to Use the Resource

Unit Layout

Each unit has an overview page that summarises the objectives, key concepts, resources required, links to other topics, the core task and a lesson-by-lesson outline.

Learning Outcomes are designed to progressively meet the expectations of the Core Task for that unit of work.

Resources indicate the equipment/apparatus required to enable pupils to successfully participate in the suggested activities.

Learning Objectives identify the learning outcomes for the specific unit of work and are related specifically to the National Curriculum programmes of study. They explain what should be taught and what pupils should be able to do, know or understand by the end of the lesson(s).

Core Tasks are the key competencies that pupils will work towards to achieve progress in Physical Education. Whilst not explicit in the current National Curriculum orders, core tasks are an effective tool in ensuring that the curriculum is planned for progress and that pupils are learning and achieving at the correct rate. It would be expected that most pupils will achieve the core task by the end of a unit of work.

Learning Activities provide a range of suitable tasks which are specifically related to the learning objectives. This is not an exhaustive list of activities and teachers can select alternative and additional tasks from their own repertoire to support each unit of work, as long as they relate to the learning objectives. The teaching/learning activities provide the opportunity for pupils to experience and achieve the learning objectives as well as create appropriate assessment opportunities for the teacher.

Expectations identify the key learning aspects on which teachers will make judgements about pupils’ progress and achievement and relate to the Core Task. Many of the assessment opportunities relate directly to the unit expectations, expressed as ‘below, met, above’ outcomes of the unit of work, which are stated as the assessment focus.

Teaching points are listed, when appropriate, opposite the learning activity and are a guide to how to ensure pupils’ performance and development is of a high quality. The teaching points also suggest instructions for the pupils. Further support for teachers is available in the relevant appendix.

Safety considerations are listed as a generic guide, but all schools should assess the activities and the space they take place in, specific to their circumstances.

Differentiation activities. As all pupils are different and at different stages in their learning, each lesson plan has some suggestions of ways to support pupils to refine their performance and challenge the more able to excel. This is not an exhaustive list and teachers will select alternative tasks from their own repertoire as well as utilising the STEP (Space, Task, Equipment, People) principles for differentiation or the Principles of Progression in Gymnastics. After each unit overview there is a simple guide to STEP for that particular unit which teachers can use for both their planning and also during a lesson to help pupils progress in their learning. Learning activities can also be carried over or accelerated as seen fit by the class teacher. This approach supports the Assessment for Learning (AfL) process of providing meaningful feedback to pupils. The appendices also contain assessment grids.

Key Vocabulary are the words that the teacher is likely to use and reinforce consistently throughout the unit of work, and also that pupils can demonstrate physically.

Other Resources and Appendices

The most relevant support is to be found in the appendices immediately after the units of work. Further resources are to be found in the Introduction to the Scheme booklet and also on the cd-rom. The cd-rom contains all the multi skills festivals resources.
Cambridgeshire
Scheme of Work
for Physical Education

Dance, Games and Gymnastics
for Reception
Fun Gym Shapes
Unit overview

Area of activity: Gymnastics
Key stage: EYFS

Unit title: Fun Gym Shapes
Curriculum objective: Foundation Stage Profile – Physical Development.

Further support: BG Core Proficiency Resource Pack – Ship Shape and Shape Up

Venue: Hall

Key concepts:
- Fun gym shapes – straight, star and tuck shapes with extension to pike and straddle shapes by the more able.
- Short movement phrases – repeat the same fun gym shape or link different fun gym shapes.
- Control – holding the fun gym shapes for 3 counts.

Resources:
- Beanbags (1 per child)
- Floor mats as necessary.

Links to other topics:
- The body – using our muscles and parts of the body.
- Numeracy – counting to 3 and identifying shapes.
- Literacy – letter shapes and phonics.

Core task:
- Choose 2 or 3 fun gym shapes and link them together to make a short movement phrase. Make sure you hold each shape before moving onto the next shape.

Lesson 1
Lesson overview
- The straight shape.
- To perform and repeat the standing straight shape with control.

Lesson 2
Lesson overview
- The star shape.
- To perform, repeat and link the standing star shape holding it for 3 counts each time.

Lesson 3
Lesson overview
- The tuck shape.
- To perform and repeat a variety of different tuck shapes.

Lesson 4
Lesson overview
- To accurately identify the straight, star and tuck shapes and link them together to perform the fun gym shapes with control.

Lesson 5
Lesson overview
- Identifying shapes and developing performance quality of the fun gym shapes.
- To create, remember and repeat a short movement phrase based on the letters of the alphabet.

Lesson 6
Lesson overview
- To link 2 – 3 fun gym shapes into a short movement phrase performed with control.

© Cambridgeshire County Council and Cambs SEP
### Lesson No: 1

#### Learning objectives
To perform and repeat the standing straight shape with control.

#### Links to other topics
The body – using our muscles.

#### Expectations
- **Below** – Perform the standing straight shape showing some control.
- **Met** – Repeat the standing straight shape showing consistent control.
- **Above** – Perform the straight shape in other ways showing consistent control.

#### Core task
Choose 2 or 3 fun gym shapes and link them together to make a short movement phrase. Make sure you hold each shape before moving onto the next shape.

#### Learning activities/organisation

<table>
<thead>
<tr>
<th>Teaching points</th>
<th>Safety Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep heads up so you can see others. Look for and move towards spaces. Change direction if the space you are moving towards is filled by another person. On the teacher command “stop and hold”, imagine you are a statue unable to move. In each arm position, stretch the arms as long as you can all the way down to the end of your fingertips.</td>
<td>Are pupils spaced safely within the hall space? Are the beanbags kept tidy between activities?</td>
</tr>
</tbody>
</table>

**Teaching points**
- Arms straight by ears with fingers stretched to the ceiling. Legs and back straight. Head lifted (chin up).
- Squeeze your tummy tight towards the floor to try and “squash” your partner’s hand. Try to squeeze your tummy as tightly as you did when lying down.
- Keep your heads up so the beanbag balances. If it does balance, try rising onto your tiptoes and/or try changing your arm position whilst keeping the beanbag in place. Imagine you still have the bean bag on your head so you hold each straight shape tightly.

**Teaching points**
- Introduce and demonstrate the first fun gym shape - the standing straight shape. Pupils copy in their own space.
- Whole class discussion:
  - Q – How can we keep the body tight when doing the straight shape?
  - A – Squeeze all our muscles.

**Teaching points**
- Back in pairs, one partner performs the standing straight shape and the observing partner tries to balance a beanbag on their head.
- Back in individual spaces, link 3 standing straight shapes relaxing the body between each one.

**Teaching points**
- Introduce and demonstrate the first fun gym shape - the standing straight shape. Pupils copy in their own space.
- Whole class discussion:
  - Q – How can we keep the body tight when doing the straight shape?
  - A – Squeeze all our muscles.

**Teaching points**
- More able
  - Explore performing straight shapes with a tight body whilst lying on your back, front and each side. Can you link 2 different straight shapes into a short movement phrase?

**Teaching points**
- Back in pairs, one partner performs the standing straight shape and the observing partner tries to balance a beanbag on their head.
- Back in individual spaces, link 3 standing straight shapes relaxing the body between each one.

### Lesson review/cool down
Pupils lie on their backs in a relaxed position. On the command “squeeze”, they tighten all their muscles including those in the hands, feet and face. Who can make the silliest face by squeezing their face muscles tightly? Pupils relax on command. Progress to squeezing and relaxing individual body parts working from head to toe and back up.

### Extension activity, if time:
Explore performing straight shapes with a tight body whilst lying on your back, then front and each side.
Cambridgeshire Scheme of Work for Physical Education

Dance, Games and Gymnastics for Year 2
Area of activity: Dance  
Unit title: Great Fire of London  
Venue: Hall  
Further support: ‘Ritual Fire Dance’ by El Amor Brujo on YouTube.

Key stage: One

Curriculum objectives: To explore travelling and pathways showing control, change of levels/speed/direction, unison, meet and part, and canon.

Year group: Two or One

Core task: Create and perform a dance individually, with a partner or a small group, based on the idea of ‘The Great Fire of London’. Make sure you use changes in speed, level, direction and space in your dance. Include the following three sections in your dance:

- **Section 1** - The beginning of the fire. Circling, shapes, large, small, whole body actions, individual body parts, slow, continuous and controlled, on the spot, travelling, different directions e.g. side by side, facing each other.
- **Section 2** - The fire spreads. Jumping, travelling, quick and sudden, explode and fade, speeding up, slowing down, body shape. Moving in opposite directions, unison, canon, meeting and parting
- **Section 3** - The Great Fire ends. Fade and slowing down. Moving in opposite directions, unison, canon, meeting and parting. Different relationships lead and follow and contrast.

Resources:  
- Fire picture cards.
- Fire sound effects.
- Crepe paper strips in red, yellow, orange.
- Music on the supplied cd.
- ‘Great Fire of London’ poem by Paul Perro, see appendix.
- Pictures of London’s skyline, preferably from that time.

Links to other topics:  
- ‘London’s Burning’ in music.
- Weighing flour in the bakery.
- Maps of London.
- Modern firefighters.

Links to other topics:  
- ‘London’s Burning’ in music.
- Maps of London.
- Modern firefighters.

Core task: Create and perform a dance individually, with a partner or a small group, based on the idea of ‘The Great Fire of London’. Make sure you use changes in speed, level, direction and space in your dance. Include the following three sections in your dance:

- **Section 1** - The beginning of the fire. Circling, shapes, large, small, whole body actions, individual body parts, slow, continuous and controlled, on the spot, travelling, different directions e.g. side by side, facing each other.
- **Section 2** - The fire spreads. Jumping, travelling, quick and sudden, explode and fade, speeding up, slowing down, body shape. Moving in opposite directions, unison, canon, meeting and parting
- **Section 3** - The Great Fire ends. Fade and slowing down. Moving in opposite directions, unison, canon, meeting and parting. Different relationships lead and follow and contrast.

© Cambridgeshire County Council and Cambs SEP
### Lesson No: 2

#### Core task
Create and perform a dance individually, with a partner or a small group, based on the idea of 'The Great Fire of London'. Make sure you use changes in speed, level, direction and space in your dance.

#### Learning objectives
- To develop the actions of candles and fire into a short motif.
- To combine actions together into a short movement phrase.

#### Key vocabulary:
- Tall,
- Wide,
- Tucked,
- Wind,
- Fire,
- Candle,
- Roll,
- Turn,
- Jump,
- Gesture,
- Forward,
- Backwards,
- Sideways.

#### Expectations
- Below – Can perform fire actions with some control.
- Met – Can perform a range of linked fire actions with imagination and control.
- Above – Can perform an imaginative, fire motif that clearly expresses the idea of the start of the Great Fire.

#### Learning activities/organisation

<table>
<thead>
<tr>
<th>Warm up:</th>
<th>Teaching points</th>
<th>Safety Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk for 8 counts….freeze for 8 counts.</td>
<td>Teacher leads the counts.</td>
<td>Ensure pupils are aware of each other when moving around the space.</td>
</tr>
<tr>
<td>Walk for 4 counts….freeze for 4 counts.</td>
<td>Teacher demonstrates the movements.</td>
<td>Differentiation activities:</td>
</tr>
<tr>
<td>Walk for 2 counts….freeze for 2 counts.</td>
<td>Teacher demonstrates the motif parts slowly, emphasising the key words. Repeat as needed or then add in the next part.</td>
<td>Less able</td>
</tr>
<tr>
<td>Repeat but pupils choose what number to walk for and freeze.</td>
<td>Use key words with the pupils for each section of the motif to help them as they perform.</td>
<td>Stay in a small space whilst completing the travel section of the motif. Work face to face to aid accurate repetition.</td>
</tr>
<tr>
<td>Repeat with same/similar commands but jogging instead.</td>
<td></td>
<td>More able</td>
</tr>
<tr>
<td>Recap the candle/fire movements explored in the last lesson.</td>
<td></td>
<td>Challenge them to travel further and use a range of pathways. Add in side by side and facing each other.</td>
</tr>
</tbody>
</table>

#### Main teaching activity:
- Teach a Fire Motif based on last lesson/warm up movements;
  - Begin, tall shape, candle flame arms up, twist and spiral to the floor. Curled up in a ball, holding paper strip.
  - Raise hand to flick the strip upwards then to the side. (Flick).
  - Rise onto knees moving the strip around the body. (Knees).
  - Slowly come onto feet waving the strip in a circular motion around the body. (Feet).
  - Move around space, twisting, turning, making circular movements with strip. (Travel).
  - Slowly simulate fire dying down by moving more slowly and going back onto knees. (Burning out).
  - Finish in a ball.

- Pupils practice the Fire Motif in pairs, using the keywords to help initiate the movements.
- Repeat to the music, first time of use.

- Divide class in half. Half perform the Fire Motif whilst half are curled up in a ball. During the travel section touch another person with strip to ignite their flame. They then rise up onto knees and perform the motif.
- Repeat the last activity, adding in a passing over of the crepe 'fire' strips to the pupil curled up in a ball (dropping action and ignite them).

#### Teaching points
- Teacher leads the counts.
- Teacher demonstrates the movements.
- Teacher demonstrates the motif parts slowly, emphasising the key words. Repeat as needed or then add in the next part. Emphasise controlled actions that represent the fire but are dance focused too. Tension, control and dynamic actions.
- Use key words with the pupils for each section of the motif to help them as they perform.
  - Flick
  - Knees
  - Feet
  - Travel
  - Burning out
- Key words on the whiteboard/screen will be helpful.

#### Safety Consideration
- Ensure pupils are aware of each other when moving around the space.

#### Differentiation activities:
- Less able
  - Stay in a small space whilst completing the travel section of the motif. Work face to face to aid accurate repetition.
- More able
  - Challenge them to travel further and use a range of pathways. Add in side by side and facing each other.
  - Add in a jump.

- Pupils practice the Fire Motif in pairs, using the keywords to help initiate the movements.
- Repeat to the music, first time of use.

- Divide class in half. Half perform the Fire Motif whilst half are curled up in a ball. During the travel section touch another person with strip to ignite their flame. They then rise up onto knees and perform the motif.
- Repeat the last activity, adding in a passing over of the crepe 'fire' strips to the pupil curled up in a ball (dropping action and ignite them).

#### Lesson review/cool down
Cool down stretches and then in pairs discuss what went well and what they want to improve on next lesson.

#### Extension activity, if time:
Pupils choose two actions to perform that represent the fire raging and add to the middle part of the motif, working in pairs.
Cambridgeshire Scheme of Work for Physical Education

Dance, Games and Gymnastics for Year 4
### Lesson No: 3

#### Expectations

Below – Link 2 basic balances covering two levels and show 1 way of involving a bench in the performance of each of those balances.  
Met – Link 2 balances covering at least two levels and show 2 varied ways of involving a bench in the performance of each of those balances.  
Above – Link 2 more complex balances covering at least two levels and show a range of ways of involving a bench in the performance of each of those balances.

#### Core task
Create and perform a floor and apparatus sequence of 4 – 6 actions which combines balances with other actions. Make sure you apply the Principles of Balance so that you can perform your sequence with control.

#### Learning activities/organisation

<table>
<thead>
<tr>
<th>Lesson introduction – unit theme and learning objectives.</th>
<th>Keep your heads up so you can see others and move towards the spaces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils move around the space stopping on the teacher’s “freeze” command.</td>
<td>Select basic balances appropriate to the warm up. Aim to hold each balance still for 3 counts before moving off again.</td>
</tr>
<tr>
<td>Progress the activity by changing the command from “freeze” to level commands “low”, “medium” and “high”. Pupils respond by stopping and holding a balance on that level.</td>
<td>Are pupils selecting/adapting balance actions safely within the hall space?</td>
</tr>
</tbody>
</table>
| Pupils recap their adapted class unit Conditioning Phrase or their own new phrase resulting from lesson 2 plus:  
- Whole class observe a pupil performing the class. Conditioning Phrase to identify the different levels covered.  
- Repeat by observing a pupil performing their own Conditioning Phrase. | Are pupils selecting/ adapting balance actions within their capabilities when exploring their own ideas? |

| Through a class discussion, recall further balance ideas and identify the levels on which they are performed e.g. back support, shoulder stand, frog balance, bridge, headstand etc. | Think about previous related units of work such as Points of Contact or think about balances you may have mastered in an extra-curricular or club setting. |
| Pupils work individually to link together 2 balances. | Use the previous class discussion and other balance ideas from any point in this unit to select ideas relevant to your ability which you can control. |
| In pairs, pupils take it in turns to observe one another’s phrases and provide feedback and suggest improvement points in relation to levels covered. Pupils then improve their phrases by acting upon those suggestions. | When observing, identify on what levels your partner performs. Do they cover two levels? If yes, how could they extend the phrase to cover another level? |
| Explain that we are now going to explore how we can adapt the performance of balances to involve low apparatus such as benches. Identify a suitable layout of benches and recap how to handle them safely. | Adopt safe handling techniques at all times. |
| Allocate pupils to benches and lead the setting up and checking of benches. | Are there balances that pupils will perform more easily or safely with the introduction of a floor mat? |
| Working in groups at an allocated bench, pupils explore how balances can be involved in the performance of the front support position and v-sit. The teacher observes and selects pupils to demonstrate different ideas to identify that we can use apparatus to:  
- Take our full weight e.g. v-sit of front support on top of the bench.  
- Take part of our weight e.g. front support with hands on the bench and feet on the floor.  
- Form a non-contact obstacle e.g. front support over the bench with feet one side and hands the other. | Do pupils adopt the safe handling techniques discussed prior to setting up the benches? |
| Differentiation activities:  
- Less able
| Find a logical way into and out of front support and adapt the class Conditioning Phrase to include those ideas. | Have the benches been checked between set up and use? |
| Key vocabulary: Principles of Balance, back support, shoulder stand, bridge, frog balance, headstand, floor mat. | Are there balances that pupils will perform more easily or safely with the introduction of a floor mat? Do pupils adopt the safe handling techniques discussed prior to setting up the benches? Have the benches been checked between set up and use? |
Cambridgeshire Scheme of Work for Physical Education

Dance, Games and Gymnastics for Year 6
Lesson No: 1

Expectations

Below – Pupils are able to pass the ball 1-2 metres apart and can dribble the ball with some control.
Met – are able to pass the ball with control 3-4 metres apart and can dribble the ball showing consistent control.
Above – Accurate and consistent performance of ball passing and dribbling skills.

Core task
The aim of the game is to beat your opposing team by scoring more goals. Play the 4 v 4 mini version of hockey/quicksticks. The game starts, and restarts after a goal, in the centre (ball passed back into own half). Players will have clear positional roles e.g. attacking/defending roles within the team and use different techniques for passing, controlling, dribbling and shooting the ball in games. They will apply basic principles of team play to keep possession of the ball.

Learning activities/organisation

Teaching points

Safety Consideration

Equipment:
Hockey sticks, small balls, quicksticks hockey balls and cones.

Warm up: Minefield
- Decide on a playing area for example 1/2 thirds of a netball court. Place lots of cones all over the area 1-2 metres apart; these cones are mines and pupils should avoid them at all times. Without sticks or balls, pupils start at one end of the area and pg to the other end making sure they don’t hit any of the mines. Repeat coming back with varying commands from the teacher; left/right/forwards/backwards.
- Repeat with sticks and balls. The winner is the first player to get to the end without hitting any cones.
- Move around the area completing dynamic stretches.

Main teaching activity:
- The pairs of cones now become ‘gates’. In pairs with a ball each, follow my leader through ‘gates’. Each gate = 1 point. How many gates can you visit in 1 minute?
- Repeat above in 2’s with 1 ball per 2, as player one goes through the gate they turn and pass to their partner who receives ball and then becomes the leader.
- Each pair now stands at a gate and practices static push passing the ball back and forth to each other through the gate. How many passes can you do in 1 minute? Pupils collect up the cones and place them in a line in the middle of the area to make two channels.
- Travelling in pairs from one end of the area to another, pairs pass the ball to each other and then move forwards, slowly at first. Travel up one channel and back down the other.

‘Hockey Position’, knees bent, back straight, head up, stick close to ball, (imagine it’s glued on there), use flat side of stick only.
- Turn to the left to make the pass. Look to aim. Push the stick with the right hand to pass towards the partner.
- Push pass, two hands apart on the stick left hand at top, stand sideways, knees bent, and place feet apart, look to aim, stick next to the ball. Push the stick and the ball with the right hand towards the partner. Top tip – push passes are almost silent. Receive the ball in the same position with the flat side of the stick. Teacher to demonstrate the ‘ready to receive’ position, almost the same as the push pass position but face the player / ball more. Be in line with the incoming ball (may have to move to be so).

Differentiation activities:
- Some may stay walking in the warm up with the ball and the follow my leader dribbling practice.
- Have a larger/lighter ball to dribble.
- Visit the gates that are wider apart.
- For the static push pass, initially may only be 1-2 metres apart.

Remind pupils to keep looking up to be aware of others.
- Do not raise the sticks above waist height or swing them around.

Key vocabulary:
Dribble, control, space, turn, stop, trap, pivot, hand, feet, stick, head up.
Invasion Games: Hockey
Lesson 1 (continued)

Learning activities/organisation
- Repeat the activity, this time using the middle cones to pass through to the next cones. Once at the end, run back down to the start.
- Encourage them to visit the gates that are closer together.
- Challenge them to complete the actions at a faster pace.

Teaching points
- Q&A to draw out key teaching points for controlled accurate passing. Keep reinforcing look to aim, push the stick with the right hand towards the partner. And follow through in that direction.
- Partner receives the ball with stick on the ground ready, may have to move into position to stop the ball.
- Reinforce the dribble position; knees bent, back straight, head up, stick close to ball, (imagine it’s glued on there).
- When going down the left side of a cone to turn right, pupils need to get their feet and body ahead of the ball to control it.

Safety Consideration
- More able
  - Encourage them to visit the gates that are closer together.
  - When working in the channel and through the cones challenge them to complete the actions at a faster pace.
  - Use the two touch technique with consistent control.
  - Move further apart and/or decrease the size of the cone target.

- More able
  - Encourage them to visit the gates that are closer together.
  - When working in the channel and through the cones challenge them to complete the actions at a faster pace.
  - Use the two touch technique with consistent control.
  - Move further apart and/or decrease the size of the cone target.

- More able
  - Encourage them to visit the gates that are closer together.
  - When working in the channel and through the cones challenge them to complete the actions at a faster pace.
  - Use the two touch technique with consistent control.
  - Move further apart and/or decrease the size of the cone target.

Team relay challenge. Pupils have to dribble in and out of the cones as above in a team. All have to go and when all have been there and back, that is the winning team.

Lesson review/cool down
- Walk around the area with the ball on the end of the stick on the floor. Then pick it up and continue walking. With a partner discuss the technique for dribbling and push passing. Teacher led Q & A to draw out key teaching points for controlled accurate passing.
- Extension activity: Dodge Gate Relay. This challenge can be done in groups of between 4 and 8. Set out lots of different gates each made of one blue and one red cone. All players start at the same time but from different positions. They should move the ball from one gate to another gate. Players should be encouraged to look up so they can see where they are going. The first player to go round all the gates is the winner.