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.

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Cambridgeshire Scheme of Work for Physical Education

Introduction to the Scheme

Dance, Games and Gymnastics
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

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Cambridgeshire Scheme of Work for Physical Education

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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.

Sue Ager  |  Di Baker  |  Lesley Birch  |  Peter Brennan  |  Ali Cope  |  Nikki Linsdell  |  Claire McDonnell
Carol Gronow  Cambridgeshire Adviser for PE and Sport
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?
the activities set.
and therefore competence to succeed in
varying ranges of physical development
Key Stage One where pupils will have
so when delivering units in Reception and
the activities suggested. This is especially
understanding and the appropriateness of
the physical demands, pupils' skill levels,
teacher will have to make decisions about
Depending on the lesson length, teaching
work is only a general guide and will vary
Allocation of Time
The allocation of time for each unit of
work is only a general guide and will vary
depending on the lesson length, teaching
styles utilised and how the pupils respond
and progress through the material/content.
When teaching mixed-age classes, the
teacher will have to make decisions about
the physical demands, pupils' skill levels,
understanding and the appropriateness of
the activities suggested. This is especially
so when delivering units in Reception and
Key Stage One where pupils will have
varying ranges of physical development
and therefore competence to succeed in
the activities set.

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
Cambridgeshire
Scheme of Work
for Physical
Education

Dance, Games
and Gymnastics
for Reception
### Area of activity: Gymnastics

### Unit title: Fun Gym Shapes

### Venue: Hall

### Further support: BG Core Proficiency Resource Pack (Work Card 4)
- TOPs cards – Ship Shape and Shape Up

### Key stage: EYFS

### Curriculum objectives:
- Foundation Stage Profile – Physical Development.

### Key concepts:
- Fun gym shapes – straight, star and tuck shapes with extension to pike and straddle shapes for 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.

### Year group: Reception

### N.B. Can be adapted to Foundation Stage 1.

### 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 outline**
- The straight shape.

**Learning outcome**
- To perform and repeat the standing straight shape with control.

### Lesson 2

**Lesson outline**
- The star shape.

**Learning outcome**
- To perform, repeat and link the standing star shape holding it for 3 counts each time.

### Lesson 3

**Lesson outline**
- The tuck shape.

**Learning outcome**
- To perform and repeat a variety of different tuck shapes.

### Lesson 4

**Lesson outline**
- Identifying shapes and developing performance quality of the fun gym shapes.

**Learning outcome**
- To accurately identify the straight, star and tuck shapes and develop own ability to perform the fun gym shapes with control.

### Lesson 5

**Lesson outline**
- Exploring and creating further fun gym shapes based on the letters of the alphabet.

**Learning outcome**
- To create, remember and repeat a short movement phrase combining body shapes based on the letters of the alphabet.

### Lesson 6

**Lesson outline**
- Linking different fun gym shapes.

**Learning outcome**
- To link 2 – 3 fun gym shapes into a short movement phrase performed with control.
### Lesson 1

#### Expectations
- Perform the standing straight shape showing some control.
- Repeat the standing straight shape in other ways showing consistent control.
- 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
- **Lesson introduction – unit theme and lesson objectives.**
  - Pupils walk about within hall space.
  - Teacher adds the command “stop and hold” upon which the pupils stop walking and hold themselves still until the teacher signals to move off again.
  - Pupils in individual spaces facing the teacher, pupils copy the teacher performing a standing straight shape with a sequence of changing arm positions e.g. arms by side, arms out to side, arms stretched up by ears and repeat. The more able can add a 4th action of rising onto tiptoes.
  - 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.

#### Differentiation activities:

- **Less able**
  - Keep the arms by your sides when performing the standing straight shape activities.
  - Aim to repeat 2 straight shapes.

- **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?

#### Critical concepts:
- 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.

#### Key vocabulary:
- Straight shape, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying, front, back and side.

---

**Reception Gymnastics**

#### Fun Gym Shapes Lesson 1

**Lesson No: 1**

- **Learning objectives**
  - Choose 2 or 3 fun gym shapes and link them together to make a short movement phrase.
- **Links to other topics**
  - The body – using our muscles.
- **Teaching points**
  - Are pupils spaced safely within the hall space?
  - Are the beanbags kept tidy between activities?

- **Safety Consideration**
  - Differentiation activities:
    - **Less able**
      - Keep the arms by your sides when performing the standing straight shape activities.
      - Aim to repeat 2 straight shapes.
    - **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?

#### Key vocabulary:
- Straight shape, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying, front, back and side.
Cambridgeshire Scheme of Work for Physical Education

Dance, Games and Gymnastics for Year 2
|-----------------|----------------------------------|-------------|---------------------------------------------------------------|

**Great Fire of London**

**Unit overview**

<table>
<thead>
<tr>
<th>Key stage: One</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year group: Two or One</th>
</tr>
</thead>
</table>

**Curriculum objectives:**
- To explore travelling and pathways showing control, change of levels/speed/direction, unison, meet and part, and canon.
- To develop further knowledge of the Great Fire of London and develop the actions of the start of the fire into combined motifs. To observe a partner and give feedback.

**Key concepts:**
- React to a stimulus such as fire (pictures, heat, and shape) with quick/slow movements, large/small actions, as an individual and in groups. Show starts and ends.

**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.

**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.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson outline</strong></td>
<td>To develop knowledge of the Great Fire of London, copying and developing the actions of candles and fire, combining together into a short phrase.</td>
<td>To develop the actions of candles and fire into short motifs.</td>
</tr>
<tr>
<td><strong>Learning outcome</strong></td>
<td>Have combined actions together into a short movement phrase that show the actions of candles and fire.</td>
<td>Can perform a range of linked fire actions with imagination and control.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Lesson 5</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson outline</strong></td>
<td>To develop further knowledge of the Great Fire of London and develop the actions of the start of the fire into a combined motifs. To observe a partner and give feedback.</td>
<td>To develop the whole dance from start to end. To develop the actions of the start and spread of the fire into combined motifs.</td>
</tr>
<tr>
<td><strong>Learning outcome</strong></td>
<td>Can perform a range of linked fire and start actions with imagination and control.</td>
<td>Can perform imaginative linked fire motifs that clearly express the start, spread and end of the Great Fire, showing some dance techniques.</td>
</tr>
</tbody>
</table>
Great Fire of London
Lesson 2

Key vocabulary: Tall, wide, tucked, wind, fire, candle, roll, turn, jump, gesture, forward, backwards, sideways.

Lesson No: 2

Expectations

<table>
<thead>
<tr>
<th>Core task</th>
<th>Learning objectives</th>
<th>Learning activities/Organisation</th>
<th>Safety Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below: Can perform fire actions in a short motif. Above: Can perform a dance motif that clearly expresses the idea of the Great Fire.</td>
<td>§ To develop the actions of candles and fire into a short motif. § To combine actions together into a short movement phrase.</td>
<td>§ Warm up: Walk for 8 counts…freeze for 8 counts. § Walk for 4 counts…freeze for 4 counts. § Walk for 2 counts…freeze for 2 counts. § Repeat but pupils choose what number to walk for and freeze. § Repeat with same/similar commands but jogging instead. § Recap the candle/fire movements explored in the last lesson.</td>
<td>Teacher leads the counts.</td>
</tr>
<tr>
<td>Less able</td>
<td>Teacher demonstrates the concepts.</td>
<td>§ Main teaching activity: Teach a Fire Motif based on last lesson/warm up movements.</td>
<td>Teacher demonstrates the key parts slowly, emphasising the key words. Repeat as needs be then add in the next part.</td>
</tr>
<tr>
<td>More able</td>
<td>Challenge them to travel further and use a range of pathways. § Use key words with the pupils for each section of the motif to help them perform.</td>
<td>§ Flick § Knees § Feet § Burning out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>§ Pupils practice the Fire Motif in pairs, using the keywords to help initiate the movements. § Repeat to the music, first time of use.</td>
<td>Key words on the whiteboard/screen will be helpful.</td>
<td></td>
</tr>
</tbody>
</table>

Teaching points

Lesson review/cool down

Cool down stretches and then in pairs discuss what went well and what could be improved for next time. Allow time to practice and refine. Encourage the use of circling, large and small shapes, whole parts, slow, continuous and dynamic actions.

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 3

#### Principles of Balance

**Lesson No:** 3

**Year 4 Gymnastics**

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| To link balances covering different levels and to involve a balance in the performance of balances. | 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.

<table>
<thead>
<tr>
<th>Learning activities/organisation</th>
<th>Teaching points</th>
<th>Safety/Consideration</th>
</tr>
</thead>
</table>
| **Lesson introduction – unit theme and learning objectives.** | Keep your heads up so you can see others and move towards the spaces.  
Select basic balances appropriate to the warm up. Aim to hold each balance still for 3 counts before moving off again. | Are pupils spaced safely within the hall space?  
Are pupils selecting/adapting balance actions? |
| Pupils move around the space stopping on the teacher's “freeze” command. | | |
| 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. | | |
| 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. | | |
| 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.  
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.  
When observing, identify on what levels your partner performs. Do they cover two levels? If no, how could they adapt the phrase to show two levels? If yes, how could they extend the phrase to cover another level? | 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? |
| Pupils work individually to link together 2 balances. | Adopt safe handling techniques at all times.  
There is no set minimum or maximum number of pupils who can work on the bench at once as the space is constantly changing in this and the following activities. Before attempting an idea, check you have enough space to try it safely. If and when there is not sufficient space, work together to develop ideas. | |
| 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. | | |
| 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. | | |
| Allocate pupils to benches and lead the setting up and checking of benches. | | |
| 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. | | |

#### Key vocabulary:
- Principles of Balance, back support, shoulder stand, bridge, frog balance, headstand, bridge, frog, back support, shoulder stand, headstand.
- Fully weight, partial weight, obstacle, support, perform, observe, identify, feedback, suggest, improve, headstand, movement phrase, levels, low, medium, high, explore, select, link, varied, involve, bench.

#### Differentiation activities:
**Less able**  
Find a logical way into and out of front support and adapt the class Conditioning Phrase to include those ideas.
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| **Learning objectives** | 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:** | **Equipment:** | **Equipment:** |
| Hockey sticks, small balls, quicksticks hockey balls and cones. | | |
| **Warm up: Minefield** | **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. | **Encourage head up.** | **Remind pupils to keep looking up to be aware of others.** |
| • Repeat with sticks and balls. The winner is the first player to get to the end without hitting any cones. | **Left hand at top of stick, right hand just above half way. Carry ball out in front (50cm) so you can see and it does not touch the feet.** | **Do not raise the sticks above waist height or swing them around.** |
| • Move around the area completing dynamic stretches. | | |
| | | |
| **Main teaching activity:** | **Main teaching activity:** | **Differentiation activities:** |
| • 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? | • ‘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). | 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. |
| • 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. | | |
### Year 6 Games - Cambridgeshire Scheme of Work for Physical Education

#### Lesson 1: Invasion Games - Hockey

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<td>- Repeat the activity this time using the middle cones to pass through. Travel and pass through the cone to your partner, travel to the next cone. Once at the end, run back down the side of the area, 1 of the pair dribbles the ball.</td>
<td>Q&amp;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.</td>
<td>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 width of the cone target.</td>
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<td>- Using the same layout, pupils snake in and out of the cones in a continuous dribble to the end and then straight dribble back.</td>
<td>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.</td>
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<td>- 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.</td>
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#### 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, if time:

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. Half the class go to red cones, half to blue. They should move the ball from to and around the blue or red cone and then move 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.