Cambridgeshire

Scheme of Work for Physical Education

Reception, Key Stage 1 & Key Stage 2

A resource for Physical Education, for teachers, by teachers.

This electronic resource is available to purchase for £175 plus VAT and postage

Comprehensive lesson by lesson plans, support material, assessment and guidance for Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming for Reception through to Year 6. The supplied Dance music has been specially written.

For ordering details, contact the Physical Education Advisory Service
01480 376257 or justine.spencer@cambridgeshire.gov.uk
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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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.

**Introduction**

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.

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Sue Ager  |  Di Baker  |  Lesley Birch  |  Peter Brennan  |  Ali Cope  |  Nikki Linsdell  |  Claire McDonnell  
Carol Gronow  |  Cambridgeshire Adviser for PE and Sport  
Cambridgeshire Scheme of Work for Physical Education
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.

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.

Dance, Games and Gymnastics – Part One

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?

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

"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
Area of activity: Gymnastics

Key stage: EYFS

Unit title: Fun Gym Shapes

Curriculum objectives: Foundation Stage Profile – Physical Development.

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.

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 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: To accurately identify the straight, star and tuck shapes and 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 link 2 – 3 fun gym shapes identified and create a short movement phrase 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 and create a short movement phrase with control.
### Fun Gym Shapes

#### Lesson 1

**Learning objectives**
- 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.

**Safety considerations**
- Pupils are spaced safely within the hall space.
- Are the beanbags kept tidy between activities?

**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**

1. **Introduce and demonstrate the first fun gym shape - the standing straight shape.**
   - Pupils copy in their own space.

2. **Whole class discussion:**
   - How can we keep the body tight when doing the straight shape?

3. **In pairs, one pupil lies on the floor in a straight shape on their back and the observing partner tries to fit their hand under the small of their partner's back.**

4. **Repeat the standing straight shape in individual spaces.**

5. **Back in pairs, one partner performs the standing straight shape whilst the observing partner tries to balance a beanbag on their head.**

6. **Back in individual spaces, link 3 standing straight shapes relaxing the body between each one.**

**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.

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Cambridgeshire Scheme of Work for Physical Education
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Education

Dance, Games
and Gymnastics
for Year 2
### Great Fire of London

**Unit overview**

<table>
<thead>
<tr>
<th>Area of activity:</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title:</td>
<td>Great Fire of London</td>
</tr>
<tr>
<td>Venue:</td>
<td>Hall</td>
</tr>
<tr>
<td>Further support:</td>
<td>‘Ritual Fire Dance’ by El Amor Brujo on YouTube.</td>
</tr>
</tbody>
</table>

**Key stage: One**

**Curriculum objectives:**

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

**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.

**Year group:**

- Two or One

**Resources:**

- Fire picture cards.
- Fire sound effects.
- Crepe paper strips in red, yellow, orange.
- Music on the supplied cd.

**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.

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<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>

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<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

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Safety</th>
<th>Teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop actions with a varied candle/fire movement</td>
<td>Ensure pupils are aware of each other when moving around the space.</td>
<td>Teacher demonstrates the main teaching activity.</td>
</tr>
<tr>
<td>Experiment with small and large motif.</td>
<td>Work in small and large pathways.</td>
<td>Warm up: Teacher leads the counts.</td>
</tr>
<tr>
<td>Extend motif with a varied candle/fire movement.</td>
<td>Use key words and gestures to aid accurate directional changes.</td>
<td>Repeat the Fire Motif in pairs using the keywords to help initiate the movements.</td>
</tr>
<tr>
<td>Create a dance individually, a small group, and a large group.</td>
<td>Differentiation: 14. Repeat with jogging.</td>
<td>Extension activity: If time: Pupils change and find friends at the start of the next sequence.</td>
</tr>
<tr>
<td>Create a dance individually, a small group, and a large group.</td>
<td>Key words on the whiteboard will be helpful.</td>
<td>Lesson review/cool down.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

#### Learning objectives
- To link balances covering different levels and to involve a bench in the performance of balances.

#### 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
- **Lesson introduction – unit theme and learning objectives.**
- **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.
- **Consideration**
  - 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.

#### Teaching points
- **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.**

#### Safety Consideration
- **Are pupils spaced safely within the hall space?**
- **Are pupils selecting/adapting balance actions within their capabilities when exploring their own ideas?**

#### Key vocabulary:
- Principles of Balance, back support, shoulder stand, frog balance, bridge, headstand etc.
- movement phrase, levels, low, medium, high, explore, select, link, varied, involve, bench, full weight, part weight, obstacle, perform, observe, identify, feedback, suggest, improve, check, space, safe handling, safety.
Cambridgeshire Scheme of Work for Physical Education

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

Learning objectives
- To practise and improve accuracy when moving with the ball showing control.
- To use the correct stance and grip when using a hockey stick.
- To pass and receive the ball over a short distance with control and co-ordination.

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

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<tr>
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<th>Teaching points</th>
<th>Safety Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey sticks, small balls, quicksticks hockey balls and cones.</td>
<td>Encourage head up.</td>
<td>Remind pupils to keep looking up to be aware of others.</td>
</tr>
</tbody>
</table>

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 go 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 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.

Key vocabulary: Dribble, control, space, turn, stop, trap, pivot, hand, foot, stick, head up.
### Learning activities/organisation

- 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.

- Using the same layout, pupils snake in and out of the cones in a continuous dribble to the end and then straight dribble back.

- 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.

### 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 width of the cone target.

### More able

- Encourage them to visit the gates that are closer together.

### 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.