



Cambridgeshire

# Scheme of Work for Physical Education

***Reception, Key Stage 1  
& Key Stage 2***

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

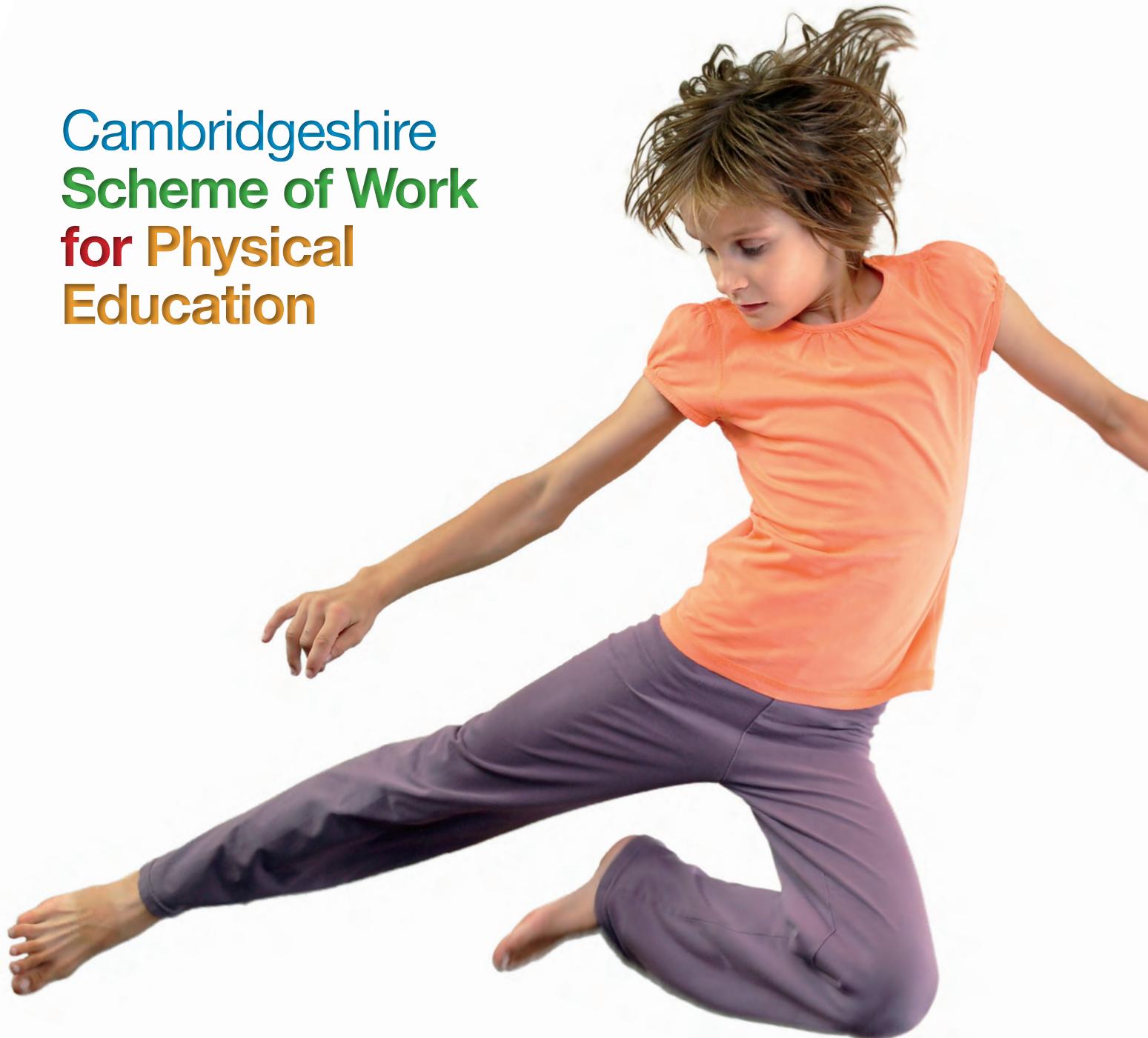


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Comprehensive lesson by lesson plans, support material, assessment and guidance for Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming for Reception through to Year 6. The supplied Dance music has been specially written.

*For ordering details, contact the  
Physical Education Advisory Service  
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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](http://www.theallybrennantrust.com)

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# 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.

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.

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

Amy Year 3

## 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?

- Are Physical Education length of units determined by half-term dates, which can vary the length of a half-term and thus unit length considerably?
- Does the map take account of times when there may be disruption to the Physical Education programme? (i.e. school trips, residential visits or the hall being busy/out of use for school productions/activities)

## 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**



# **Dance, Games** and **Gymnastics** for Reception

# Fun Gym Shapes

## Unit overview

<b>Area of activity:</b> Gymnastics	<b>Unit title:</b> Fun Gym Shapes	<b>Venue:</b> Hall	<b>Further support:</b> BG Core Proficiency Resource Pack (Work Card 4) TOPs cards – Ship Shape and Shape Up
<b>Key stage:</b> EYFS	<p><b>Curriculum objectives:</b> Foundation Stage Profile – Physical Development.</p> <p><b>Year group:</b> Reception N.B. Can be adapted to Foundation Stage 1.</p> <p><b>Resources:</b> Beambags (1 per child) Floor mats as necessary.</p>	<p><b>Key concepts:</b> Fun gym shapes – straight, star and tuck shapes with extension to pike and straddle shapes for the more able.</p> <p>Short movement phrases - repeat the same fun gym shape or link different fun gym shapes.</p> <p>Control – holding the fun gym shapes for 3 counts.</p> <p><b>Links to other topics:</b> The body – using our muscles and parts of the body. Numeracy – counting to 3 and identifying shapes . Literacy – letter shapes and phonics.</p>	<p><b>Core task:</b> 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.</p>

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>Lesson outline</b>	The straight shape.	The star shape.	The tuck shape.	Identifying shapes and developing performance quality of the fun gym shapes.	Exploring and creating further fun gym shapes based on the letters of the alphabet.	Linking different fun gym shapes.
<b>Learning outcome</b>	To perform and repeat the standing straight shape with control.	To perform, repeat and link the standing star shape holding it for 3 counts each time.	To perform and repeat a variety of different tuck shapes.	To create, remember and repeat a short movement phrase combining body shapes based on the letters of the alphabet.	To link 2 – 3 fun gym shapes into a short movement phrase performed with control.	

## Reception Gymnastics

# Fun Gym Shapes

## Lesson 1

Lesson No: 1	Expectations
Learning objectives	<p>To perform and repeat the standing straight shape showing some control.</p> <p>Met – Repeat the standing straight shape showing consistent control.</p> <p>Above – Perform the straight shape in other ways showing consistent control.</p>
Learning activities/organisation	<p>Lesson introduction – unit theme and lesson objectives.</p> <ul style="list-style-type: none"> <li>▪ Pupils walk about within hall space.</li> </ul> <p>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.</p> <p>With 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.</p>
Teaching points	<p>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.</p> <p>On the teacher command “stop and hold”, imagine you are a statue unable to move.</p> <p>In each arm position, stretch the arms as long as you can all the way down to the end of your fingertips.</p>
Safety Consideration	<p>Are pupils spaced safely within the hall space?</p> <p>Are the beanbags kept tidy between activities?</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> Keep the arms by your sides when performing the standing straight shape activities.</p> <p>Aim to repeat 2 straight shapes.</p>
More able	<p>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?</p>
Extension activity, if time:	<p>Explore performing straight shapes with a tight body whilst lying on your back, then front and each side.</p>

**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

<b>Area of activity:</b> Dance	<b>Unit title:</b> Great Fire of London	<b>Venue:</b> Hall	<b>Further support:</b> 'Ritual Fire Dance' by El Brujo on YouTube.
<b>Key stage:</b> One	<b>Curriculum objectives:</b> To explore travelling and pathways showing control, change of levels/ speed/direction, unison, meet and part, and canon.	<b>Key concepts:</b> 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.	
<b>Year group:</b> Two or One	<b>Resources:</b> Fire picture cards. Fire sound effects. Crepe paper strips in red, yellow, orange. Music on the supplied cd. Music: 'Ritual Fire Dance' by El Amor Brujo. 'Great Fire of London' poem by Paul Perro, see appendix. Pictures of London's skyline, preferably from that time.	<b>Links to other topics:</b> 'London's Burning' in music. Weighing flour in the bakery. Maps of London. Modern firefighters.	<b>Core task:</b> 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:  <b>Section 1</b> - 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.  <b>Section 2</b> - 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  <b>Section 3</b> - The Great Fire ends. Fade and slowing down. Moving in opposite directions, unison, canon, meeting and parting. Different relationships lead and follow and contrast.

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Lesson outline</b>	To develop knowledge of the Great Fire of London, copying and developing the actions of candles and fire, combining together into a short phrase.	To develop the actions of candles and fire into short motifs.	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.
<b>Learning outcome</b>	Have combined actions together into a short movement phrase that show the actions of candles and fire.	Can perform a range of linked fire actions with imagination and control.	Can perform a range of linked fire and start actions with imagination and control.
<b>Lesson outline</b>	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.	To develop the whole dance from start to end. To develop the actions of the start and spread of the fire into combined motifs.	Perform the core task to music.
<b>Learning outcome</b>	Can perform a range of linked fire motifs that clearly express the start, spread and end of the Great Fire, showing some dance techniques.	Can perform imaginative linked fire motifs that clearly express the start, spread and end of the Great Fire, showing some dance techniques.	

# Great Fire of London

## Lesson 2

Lesson No: 2	Expectations
Learning objectives	<p>Below – Can perform fire actions with some control.</p> <p>Met – Can perform a range of linked fire actions with imagination and control.</p> <p>Above – Can perform an imaginative, fire motif that clearly expresses the idea of the start of the Great Fire.</p>
Core task	<p>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.</p>
Learning activities/organisation	Teaching points
<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>▪ Walk for 8 counts....freeze for 8 counts.</li> <li>▪ Walk for 4 counts....freeze for 4 counts.</li> <li>▪ Walk for 2 counts....freeze for 2 counts.</li> <li>▪ Repeat but pupils choose what number to walk for and freeze.</li> <li>▪ Repeat with same/similar commands but jogging instead.</li> <li>▪ Recap the candle/fire movements explored in the last lesson.</li> </ul> <p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>▪ Teach a Fire Motif based on last lesson/warm up movements; <ul style="list-style-type: none"> <li>- Begin, tall shape, candle flame arms up, twist and spiral to the floor. Curled up in a ball, holding paper strip.</li> <li>- Raise hand to flick the strip upwards then to the side. (Flick).</li> <li>- Rise onto knees moving the strip around the body. (Knees).</li> <li>- Slowly come onto feet waving the strip in a circular motion around the body. (Feet).</li> <li>- Move around space, twisting, turning, making circular movements with strip. (Travel).</li> <li>- Slowly simulate fire dying down by moving more slowly and going back onto knees. (Burning out).</li> <li>- Finish in a ball.</li> </ul> </li> </ul>	<p>Teacher leads the counts.</p> <p>Teacher demonstrates the movements.</p> <p>Teacher demonstrates the motif parts slowly, emphasising the key words. Repeat as needs be then add in the next part. Emphasise controlled actions that represent the fire but are dance focused too. Tension, control and dynamic actions.</p> <p>Use key words with the pupils for each section of the motif to help them as they perform.</p> <ul style="list-style-type: none"> <li>▪ Flick</li> <li>▪ Knees</li> <li>▪ Feet</li> <li>▪ Travel</li> <li>▪ Burning out</li> <li>▪ Key words on the whiteboard/screen will be helpful.</li> </ul>
<p><b>Lesson review/cool down</b></p> <p>Cool down stretches and then in pairs discuss what went well and what they want to improve on next lesson.</p>	<p>Pupils practice the Fire Motif in pairs, using the keywords to help initiate the movements.</p> <p>Repeat to the music, first time of use.</p> <p>Allow time to practice and refine. Encourage the use of circling, large and small shapes, whole body actions, individual body parts, slow, continuous and controlled, on the spot, travelling, different directions.</p> <p>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.</p> <p>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).</p>
Extention activity, if time:	<p>Pupils choose two actions to perform that represent the fire raging and add to the middle part of the motif, working in pairs.</p>

# Cambridgeshire Scheme of Work for Physical Education



# Dance, Games and Gymnastics for Year 4

# Principles of Balance

## Lesson 3

Lesson No: 3	Expectations	
Learning objectives	<p>To link balances covering different levels and to involve a bench in the performance of balances.</p> <p>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.</p>	
Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>Lesson introduction – unit theme and learning objectives.</li> <li>Pupils move around the space stopping on the teacher's "freeze" command.</li> <li>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.</li> <li>Pupils recap their adapted class unit Conditioning Phrase or their own new phrase resulting from lesson 2 plus:             <ul style="list-style-type: none"> <li>-Whole class observe a pupil performing the class Conditioning Phrase to identify the different levels covered.</li> <li>-Repeat by observing a pupil performing their own Conditioning Phrase.</li> </ul> </li> </ul>	<p>Keep your heads up so you can see others and move towards the spaces.</p> <p>Select basic balances appropriate to the warm up. Aim to hold each balance still for 3 counts before moving off again.</p>	<p>Are pupils spaced safely within the hall space?</p> <p>Are pupils selecting/adapting balance actions within their capabilities when exploring their own ideas?</p>
<ul style="list-style-type: none"> <li>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.</li> <li>Pupils work individually to link together 2 balances.</li> </ul>	<p>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.</p> <p>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.</p>	<p>Are there balances that pupils will perform more easily or safely with the introduction of a floor mat?</p> <p>Do pupils adopt the safe handling techniques discussed prior to setting up the benches?</p> <p>Have the benches been checked between set up and use?</p>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Allocate pupils to benches and lead the setting up and checking of benches.</li> <li>Working in groups at an allocated bench, pupils explore how benches 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:             <ul style="list-style-type: none"> <li>-Take our full weight e.g. v-sit of front support on top of the bench.</li> <li>-Take part of our weight e.g. front support with hands on the bench and feet on the floor.</li> <li>-Form a non-contact obstacle e.g. front support over the bench with feet one side and hands the other.</li> </ul> </li> </ul>	<p>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?</p>	<p>Differentiation activities:</p> <p><b>Less able</b></p> <p>Find a logical way into and out of front support and adapt the Class Conditioning Phrase to include those ideas.</p> <p>Adopt safe handling techniques at all times.</p> <p>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.</p>

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

# Cambridgeshire Scheme of Work for Physical Education

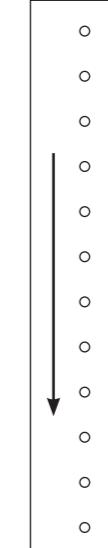


# Dance, Games and Gymnastics for Year 6

# Invasion Games: Hockey

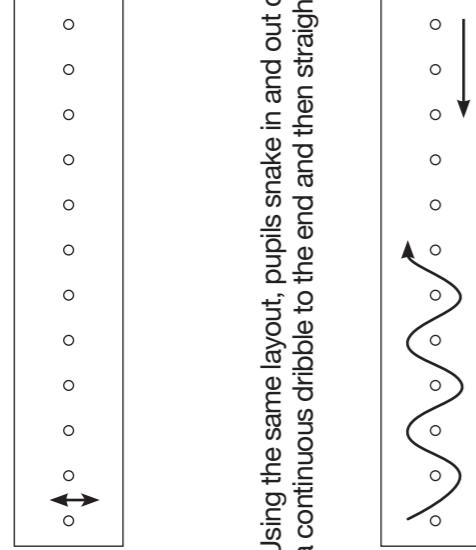
## Lesson 1

Lesson No: 1	Expectations		
Learning objectives	<p><b>Core task</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>To practise and improve accuracy when moving with the ball showing control.</li> <li>To use the correct stance and grip when using a hockey stick.</li> <li>To pass and receive the ball over a short distance with control and co-ordination.</li> </ul>	<p><b>Equipment:</b> Hockey sticks, small balls, quicksticks hockey balls and cones.</p> <p><b>Warm up: Minefield</b></p> <ul style="list-style-type: none"> <li>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 jog 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.</li> <li>Repeat with sticks and balls. The winner is the first player to get to the end without hitting any cones.</li> <li>Move around the area completing dynamic stretches.</li> </ul>	<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>



# Invasion Games: Hockey

## Lesson 1 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>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.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  </div>	<p>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.</p> <p>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.</p>	<p><b>More able</b> 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.</p> <p>Use the two touch technique with consistent control. Move further apart and/or decrease the width of the cone target.</p>