



P.E.

Curriculum: Year A



Two Rivers P.E. Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red 2</p> <p>Taught across the year Mark making through movement (linked across all aspects of PE)</p> <p>Themes</p> <ol style="list-style-type: none"> 1. Straight up and down 2. Swinging movement and indirect lines 3. Circular movts 4. Angular Movt's 5. Looped Movt's 6. Grabbing movt's 7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes 	<p>Observation and assessment of children moving. Establishing systems and procedures</p> <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Running, jumping and galloping (gross motor) 2. Kicking large balls 3. Rolling, throwing and aiming 4. Jumping off the floor on 2 feet, one foot(hop) jumping from one to the other (leap) 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment) 	<p>Moving and Handling : EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination <p>Unit 2 EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Rolling balls and other objects 	<p>Moving and Handling : EYFS Over under& through</p> <ol style="list-style-type: none"> 1. travelling on different parts of the body <p>EYFS Throw catch kick</p> <ol style="list-style-type: none"> 1. Aiming skills using a variety of balls and other objects 	<p>Moving and Handling: EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance a story <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Throwing and catching skills 	<p>Unit 3 EYFS Over under and through</p> <ol style="list-style-type: none"> 1. Balancing <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Kicking and dribbling skills 	<p>Unit 4 EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance to known songs <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Striking skills 2. Practice for sports day



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Red 1 & Red 3 (Years 1 & 2)

	<u>Autumn Explorers</u>	<u>Winter Warmers</u>	<u>To Infinity and Beyond</u>	<u>Knight Fever</u>	<u>Pirates</u>	<u>The Land of Rhyme</u>
	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <p>To develop gross motor skills using large play equipment.</p> <p>Musical Chairs</p> <ul style="list-style-type: none"> • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions • What's the Time Mr Wolf? • Skittles • Skipping with a big rope e.g. 2 people holding with one person jumping. • Hop-Scotch • Ring-a-Ring-a-Roses • Grand Old Duke of York • Duck, Duck, Goose • Hokey-Cokey <p>Bean-bag-toss game – into different sized holes for different scores</p> <ul style="list-style-type: none"> • Tag (or tig) <p>Giant dodge ball Parachute games</p> <p>Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Balancing - standing on one leg, hopping, walking along benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>movement development Use this Unit of Work to discover and develop a range of body movements.</p> <ul style="list-style-type: none"> • how to move • how to move safely • exploring movements 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>me and myself/ foundation</p> <p>Use this Unit of Work to explore the body and how it works.</p> <p>Warming up / movement ideas</p> <p>Small group or one to one games for ANY age such as:</p> <ul style="list-style-type: none"> • Musical Chairs • Musical Statues • Simon Says • Follow the Leader <p>Use of equipment/ gymnastic movements to explore body movement Year 1</p> <p>getting changed my body parts of the body senses on the move how my body changes</p> <p>To finish</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>[Boccia, skittles, net activities]</p> <p>To participate in and enjoy different forms of formal games based physical activity.</p> <p>Foundation / throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control</p> <p>Introduce throwing / catching – to help with application of Boccia</p> <ol style="list-style-type: none"> 1.To move around with a ball 2. To move with a ball 3. To explore different body parts with a ball 4. Explore how a ball moves 5. follow instructions to play a game - Boccia 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>fun and games/indoor and outdoor</p> <p>Use this Unit of Work to engage children in a variety of PE activities.</p> <ol style="list-style-type: none"> 1. awareness of others 2. movement games 3. sense games 4. ball games 5. parachute games 6. simple games <p>To move in lots of different ways To move into space To play games with others To use equipment in games To keep score</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Sports day/ multi-skills activities</p> <p>Simple drills-dribbling, ball bouncing, relay races</p> <ul style="list-style-type: none"> - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs



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	<p>Obstacle races can also be set up in school by the use of parachutes to crawl under, tunnels to crawl through, hills in the form of piles of bean bags to climb over and roll down again, commando style, skate boards to glide on especially if you can tape two or three together to make a bigger and more stable</p>	<p>moving in different ways moving in different directions moving at different speeds</p> <p>To finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>			
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4</p> <p>(Years 3 & 4)</p> <p>To prepare for the activity as a regular routine.</p> <p>Warming up Become familiar, comfortable and ready to engage in the main body of the session.</p>	<p><u>Journeys</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities Indoor Intro to competitiveness/ invasion type</p> <p>Notice how our bodies feel different, changes</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up.</p> <p>Examples of these are</p> <ul style="list-style-type: none"> • Musical chairs/bumps/statues • Dodge-ball 	<p><u>Frozen Planet</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based dance and movement activities</p> <p>Action/dance songs with individual learners demonstrating a move in turn which everyone has to copy. Over a period of a half term or a term, a short dance sequence can be built up by adding one more move each week. This has the added advantage of aiding the improvement of sequential and long term memory.</p>	<p><u>Amazing Animals</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in movement, balance, coordination activities Gymnastics</p> <p>Observing the putting out of Equipment</p> <p>To participate in and enjoy different forms of movement, balance and coordination based physical activity.</p> <p>Balancing - standing on one leg, hopping, walking along balance beams /benches, hop from one</p>	<p><u>Out of this world</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Seated volleyball, badminton,</p> <p><u>Yellow 3:yr 1</u></p> <p>badminton Use this Unit of Work to:</p> <p>To follow the YR 1 badminton</p> <p>Adjust according to lower level, basic familiarisation with new equipment, shuttle movement, holding a racket, coordination,</p> <p><u>Yellow 1 badminton</u> Use this Unit of Work to:</p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>1 shuttle familiarisation 2. racket familiarisation</p>	<p><u>Terrific Time Travellers</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login Details</p> <p>Striking/fielding</p> <p>Yellow 3 Foundation - throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control.</p> <ol style="list-style-type: none"> 1. stopping and receiving 2. rolling and sending 3. catching the basics 4. throwing the basics 5. catching a ball 6. throwing and catching <p>Yellow 1 Cricket/ YR1</p> <p>Use this Unit of Work to; Master basic movements including</p> <p>running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><u>Colour, Shimmer & Shine</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 1/2</p> <p>Use this Unit of Work to; Master : basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>PE planning Athletics– yellow 3 - YR1/2 Yellow 1 – 2/3</p> <ol style="list-style-type: none"> 1.introduction 2. coordination and movement 3. running 4. jumping 5. throwing 6. throwing (overarm throw) <p>Yellow 3 – adapt to basic skills of running, jumping, skipping, rolling, throwing, Target throws.</p>



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	<ul style="list-style-type: none"> • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. • Parachute cat and mouse. <p>Running to 'stations' which might be colours, mats, bases.</p> <p>To participate in and enjoy different forms of skill based physical activity.</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p> <p>Teamwork & games. (See PE planning)</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Unit of Work to introduce simple movement patterns and engage children in storytelling</p> <p>Foundation Dance- PE planning</p> <ul style="list-style-type: none"> • Intro to dance • acting in character • in time with the music • group work • intro to mirroring • emotions and expressions <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling. Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle</p> <p>PE planning Gymnastics – yellow 3 - YR1/2 Yellow 1 – 2/3</p> <p>Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>lesson 1 - introduction lesson 2 - key shapes lesson 3 - travelling lesson 4 - balancing lesson 5 - sequences lesson 6 - final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short</p>	<p>3. coordination and movement 4. shuttle and racket familiarisation 5. rallying 6. group games</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>1.introduction 2. coordination and movement 3. ball skills 4. fielding - rolling, get in line 5. batting 6. final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>
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<p>To finish the activity/session.</p>			<p>countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safety</p>			
<p>Blue 1 & Blue 3 & Blue 4 (Years 5 & 6)</p> <p>Warming up Become familiar, comfortable and ready to engage in the main body of the session.</p>	<p><u>Egyptians</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities are an excellent way to lead into a session.</p> <p>During the warm up there can be brief pauses to notice our bodies and how they change during exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p>	<p><u>Lights, Camera, Action!</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Balancing - standing on one leg, hopping, walking along balance beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling. Coordination - making shapes, side stepping, walking holding a ball,</p>	<p><u>Space – 5,4,3,2,1</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Gymnastics</p> <p>Balancing - standing on one leg, hopping, walking along balance beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling. Coordination - making shapes, side stepping, walking holding a ball,</p>	<p><u>Righteous Royals</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>tennis,Net/wall</p> <p>PE planning YR 3</p> <p>Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down</p>	<p><u>Amazing Americas</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Striking/fielding Cricket/Rounders</p> <p>PE planning – YR 3 Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2.fielding- ball skills sign up 3. throwing and catching 4. batting- hitting the ball 5. simple games sign up 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down</p>	<p><u>Groovy Greeks</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Athletics</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 4/5</p> <p>Athletics Use this Unit of Work to; Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ol style="list-style-type: none"> 1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson



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<p>To participate in and enjoy different forms of skill based physical activity.</p>	<p>Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are:</p> <p>Dodge-ball/football</p> <ul style="list-style-type: none"> • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. Running to 'stations' which might be colours, mats, bases. <p>Tig or tag games – Duck, Duck, Goose' or Tail</p> <p>Stretches (possibly led by the learners once they know some) can then lead into the next part of the lesson, as well as calming and preparing the learners for the change of activity</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't</p> <p>Different throwing techniques – underarm, overarm, lobbing</p>	<p>walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>To participate in and enjoy different forms of movement.</p> <p>Se PE planner for lesson plans</p> <p>SD dance YR 4</p> <p>Use of Just dance to show children actions</p> <p>Example: Waka Waka Dance – Shakira</p> <p>Introduction Unison Instrumental Chorus Create your own dance Ending of the dance</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>Blue 1 & 4 follow yr. 4 Blue 3 either yr. 4/5</p> <p>Gymnastics Use this Unit of Work to: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>YR 4 – PE planning Gymnastics</p> <p>Introduction key shapes travelling creating sequences partner work final lesson</p> <p>1.Perform a range of actions skills and agility with consistency, fluency and clarity of movement</p> <p>2. Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when</p>	<p>of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p>of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	
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<p>Warming down</p>	<p>Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle Different running techniques such as gliding with hardly any leg lift to high knees raise Putting the foot on a ball and standing still Dribbling a ball using feet Kicking to a target Different kicking techniques such as using the instep or side footing Holding onto and letting go of balls or similar (such as a small bean bag) at the right time</p> <p>intro to a more formal game Football</p> <p>Prepare the learners for the session coming to end</p> <p>Follow up on the discussion about our bodies and how they change during and after exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p>		<p>working with a partner and in a group</p> <p>3. Create Gymnastic sequences showing a clear beginning, middle and end</p> <p>4. Create , perform and repeat a combination of actions which include changes of level, speed, direction and clarity of shape.</p> <p>5. Develop flexibility strength, control, technique and balance.</p> <p>6. Find different ways of using a shape, travel, balance and link them to make actions and sequences of movement.</p>			
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P.E.

Curriculum: Year B



Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red 2</p> <p>Taught across the year Mark making through movement (linked across all aspects of PE)</p> <p>Themes</p> <ol style="list-style-type: none"> 1. Straight up and down 2. Swinging movement and indirect lines 3. Circular movts 4. Angular Movt's 5. Looped Movt's 6. Grabbing movt's 7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes 	<p>Observation and assessment of children moving. Establishing systems and procedures</p> <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Running, jumping and galloping (gross motor) 2. Kicking large balls 3. Rolling, throwing and aiming 4. Jumping off the floor on 2 feet, one foot(hop) jumping from one to the other (leap) 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment) 	<p>Moving and Handling : EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination <p>Unit 2 EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Rolling balls and other objects 	<p>Moving and Handling : EYFS Over under& through</p> <ol style="list-style-type: none"> 1. travelling on different parts of the body <p>EYFS Throw catch kick</p> <ol style="list-style-type: none"> 1. Aiming skills using a variety of balls and other objects 	<p>Moving and Handling: EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance a story <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Throwing and catching skills 	<p>Unit 3 EYFS Over under and through</p> <ol style="list-style-type: none"> 1. Balancing <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Kicking and dribbling skills 	<p>Unit 4 EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance to known songs <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Striking skills 2. Practice for sports day



Two Rivers P.E. Curriculum

Red 1 & Red 3 (Years 1 & 2)

	<u>Africa</u>	<u>Celebrations</u>	<u>Once Upon a Time</u>	<u>The Land Before Time</u>	<u>Starry Night</u>	<u>Under the Sea</u>
	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <p>To develop gross motor skills using large play equipment.</p> <p>Musical Chairs <ul style="list-style-type: none"> • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions • What's the Time Mr Wolf? • Skittles • Skipping with a big rope e.g. 2 people holding with one person jumping. • Hop-Scotch • Ring-a-Ring-a-Roses • Grand Old Duke of York • Duck, Duck, Goose • Hokey-Cokey Bean-bag-toss game – into different sized holes for different scores <ul style="list-style-type: none"> • Tag (or tig) Giant dodge ball Parachute games Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes </p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Balancing - standing on one leg, hopping, walking along benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>movement development Use this Unit of Work to discover and develop a range of body movements.</p> <ul style="list-style-type: none"> • how to move • how to move safely • exploring movements 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>me and myself/ foundation</p> <p>Use this Unit of Work to explore the body and how it works.</p> <p>Warming up / movement ideas</p> <p>Small group or one to one games for ANY age such as:</p> <ul style="list-style-type: none"> • Musical Chairs • Musical Statues • Simon Says • Follow the Leader <p>getting changed my body parts of the body senses on the move how my body changes</p> <p>To finish Prepare the learners for the session coming to end with a cue such as a</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>[Boccia, skittles, net activities]</p> <p>To participate in and enjoy different forms of formal games based physical activity.</p> <p>Foundation / throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control</p> <p>Introduce throwing / catching – to help with application of Boccia</p> <ol style="list-style-type: none"> 1.To move around with a ball 2. To move with a ball 3. To explore different body parts with a ball 4. Explore how a ball moves 5. follow instructions to play a game - Boccia 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>fun and games</p> <p>Use this Unit of Work to engage children in a variety of PE activities.</p> <ol style="list-style-type: none"> 1.awareness of others 2. movement games 3. sense games 4. ball games 5. parachute games 6. simple games <p>To move in lots of different ways To move into space To play games with others To use equipment in games To keep score</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Sports day/ multi-skills activities</p> <p>Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p>



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	<p>Obstacle races can also be set up in school by the use of parachutes to crawl under, tunnels to crawl through, hills in the form of piles of bean bags to climb over and roll down again, commando style, skate boards to glide on especially if you can tape two or three together to make a bigger and more stable base</p>	<p>moving in different ways moving in different directions moving at different speeds</p> <p>To finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>			
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p><u>Happy Healthy Me</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities</p> <p>Notice how our bodies feel different, changes</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up.</p> <p>Examples of these are</p> <ul style="list-style-type: none"> • Musical chairs/bumps/statues • Dodge-ball • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. 	<p><u>Victorian Wonderland</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based dance and movement activities</p> <p>Action/dance songs with individual learners demonstrating a move in turn which everyone has to copy. Over a period of a half term or a term, a short dance sequence can be built up by adding one more move each week. This has the added advantage of aiding the improvement of sequential and long term memory.</p>	<p><u>Let it Grow</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in movement, balance, coordination activities</p> <p>Observing the putting out of Equipment</p> <p>To participate in and enjoy different forms of movement, balance and coordination based physical activity.</p> <p>Balancing - standing on one leg, hopping, walking along balance beams /benches, hop from one foot to the other, looking up at the ceiling,</p>	<p><u>Chocoholics</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Seated volleyball, badminton,</p> <p><u>Yellow 3:yr 1</u></p> <p>badminton Use this Unit of Work to:</p> <p>To follow the YR 1 badminton</p> <p>Adjust according to lower level, basic familiarisation with new equipment, shuttle movement, holding a racket, coordination,</p> <p><u>Yellow 1 badminton</u> Use this Unit of Work to:</p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>1 shuttle familiarisation 2. racket familiarisation</p>	<p><u>The Great Outdoors</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login Details</p> <p>Striking/fielding</p> <p>Yellow 3 Foundation - throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control.</p> <p>1. stopping and receiving 2. rolling and sending 3. catching the basics 4. throwing the basics 5. catching a ball 6. throwing and catching</p> <p>Yellow 1 Cricket/ YR1</p> <p>Use this Unit of Work to; Master basic movements including</p> <p>running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><u>The Big Top</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 1/2</p> <p>Use this Unit of Work to; Master : basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>PE planning Athletics– yellow 3 - YR1/2 Yellow 1 – 2/3</p> <p>1.introduction 2. coordination and movement 3. running 4. jumping 5. throwing 6. throwing (overarm throw)</p> <p>Yellow 3 – adapt to basic skills of running, jumping, skipping, rolling, throwing, Target throws.</p>



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<p>• Parachute cat and mouse.</p> <p>Running to 'stations' which might be colours, mats, bases.</p> <p>To participate in and enjoy different forms of skill based physical activity.</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p> <p>Teamwork & games, (See PE planning)</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Unit of Work to introduce simple movement patterns and engage children in storytelling</p> <p>Foundation Dance- PE planning</p> <ul style="list-style-type: none"> • Intro to dance • acting in character • in time with the music • group work • intro to mirroring • emotions and expressions <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling. Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle</p> <p>PE planning Gymnastics – yellow 3 - YR1/2 Yellow 1 – 2/3</p> <p>Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>lesson 1 - introduction lesson 2 - key shapes lesson 3 - travelling lesson 4 - balancing lesson 5 - sequences lesson 6 - final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down</p>	<p>3. coordination and movement 4. shuttle and racket familiarisation 5. rallying 6. group games</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>1.introduction 2. coordination and movement 3. ball skills 4. fielding - rolling, get in line 5. batting 6. final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>
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			of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely			
Blue 1 & Blue 3 & Blue 4 (Years 5 & 6)	<p style="text-align: center;"><u>Roald Dahl</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities are an excellent way to lead into a session.</p>	<p style="text-align: center;"><u>World War 1</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Dance / movement</p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Balancing - standing on one leg, hopping, walking along balance</p>	<p style="text-align: center;"><u>Vikings and Anglo-Saxons</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Gymnastics</p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Balancing - standing on one leg, hopping, walking along balance</p>	<p style="text-align: center;"><u>Scientists and Inventors</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>tennis,</p> <p>PE planning YR 3</p> <p>Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 6. final lesson 	<p style="text-align: center;"><u>Superhero</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Striking/fielding Cricket/rounders</p> <p>PE planning – YR 3 Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2.fielding- ball skills sign up 3. throwing and catching 4. batting- hitting the ball 5. simple games sign up 6. final lesson 	<p style="text-align: center;"><u>What do you Sea?</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Athletics</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 4/5</p> <p>Athletics Use this Unit of Work to; Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



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	<p>During the warm up there can be brief pauses to notice our bodies and how they change during exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are:</p> <p>Dodge-ball</p> <ul style="list-style-type: none"> • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. Running to 'stations' which might be colours, mats, bases. <p>Tig or tag games – Duck, Duck, Goose' or Tail</p> <p>Stretches (possibly led by the learners once they know some) can then lead into the next part of the lesson, as well as calming and preparing the learners for the change of activity</p> <p>Tig/Tag</p> <ul style="list-style-type: none"> Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target 	<p>, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>To participate in and enjoy different forms of movement.</p> <p>Se PE planner for lesson plans</p> <p>SD dance YR 4</p> <p>Use of Just dance to show children actions</p> <p>Example: Waka Waka Dance – Shakira</p> <p>Introduction Unison Instrumental Chorus Create your own dance Ending of the dance</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a</p>	<p>beams/benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>Blue 1 & 4 follow yr. 4 Blue 3 either yr. 4/5</p> <p>Gymnastics Use this Unit of Work to: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>YR 4 – PE planning Gymnastics</p> <p>Introduction key shapes travelling creating sequences</p>	<p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<ol style="list-style-type: none"> 1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson
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	<p>- throwing and catching - running races - running through ladders laid on the ground so that you don't</p> <p>Different throwing techniques – underarm, overarm, lobbing Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle Different running techniques such as gliding with hardly any leg lift to high knees raise Putting the foot on a ball and standing still Dribbling a ball using feet Kicking to a target Different kicking techniques such as using the instep or side footing Holding onto and letting go of balls or similar (such as a small bean bag) at the right time</p> <p>intro to a more formal game Football</p> <p>Prepare the learners for the session coming to end</p> <p>Follow up on the discussion about our bodies and how they change during and after exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p>	<p>verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>partner work final lesson</p> <ol style="list-style-type: none"> 1.Perform a range of actions skills and agility with consistency, fluency and clarity of movement 2. Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group 3. Create Gymnastic sequences showing a clear beginning, middle and end 4. Create , perform and repeat a combination of actions which include changes of level, speed, direction and clarity of shape. 5. Develop flexibility strength, control, technique and balance. 6. Find different ways of using a shape, travel, balance and link them to make actions and sequences of movement. 			
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Two Rivers P.E. Curriculum

Staffordshire Agreed Syllabus for

EQUALS SEN scheme of work KS1

PE planning – web based all staff have a login to access ready made curriculum base lesson plans for year group and activity



P.E.

Whole-school coverage



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YEAR A – 2018-2019, 2020-2021, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
<p>Red 2</p> <p>Physical Development:</p> <ul style="list-style-type: none"> Moving and handling Health and self-care <p>Follow the Developmental matters for each age band for physical activity.</p>	<p><u>Knowing Me</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Move programme 3.Physiotherapy 4.Occupational Therapy 5.Massage 6.Playdough 7.Threading 8.Duplo 9.Jigsaws 10. Rebound</p>	<p><u>5,4,3,2,1 Blast Off!</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>3.Move programme 4.Physiotherapy 5.Occupational Therapy 6.Massage 7.Playdough 8.Threading 9.Duplo 10.Jigsaws 11. Rebound Dressing skills – putting own coat on</p>	<p><u>Pets</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Over the Rainbow</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Octopus Garden</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Ugly Bug Ball</u></p> <p>Moving and Handling/Health and self care Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12.Sports day 12. Rebound Independent skills Toilet training Dressing Feeding</p>
	<p>Red 1 & Red 3</p> <p>(Years 1 & 2)</p>	<p>Team Games Multi skills Tag,</p> <p>Fundamental movement skills linked to basic actions</p> <p>Walking, running, skipping, hopping, balancing, ball skills, catching</p>	<p>Dance/ movement</p> <p>Basic movement skills, agility, balance and coordination</p> <p>Develop simple movement patterns [dance]</p>	<p>Agility/balance and coordination</p> <p>Basic movement skills, agility, balance and coordination</p> <p>Travelling, balancing, running and jumping, over, under, on, going around.</p>	<p>[Multi skills]</p> <p>[Boccia, skittles, net activities]</p> <p>Co-operate in physical activities in a range of challenging situations</p> <p>Develop agility, coordination, Throwing, catching, rolling,</p>	<p>Striking</p> <p>Continue to develop fundamental movement skills, coordination and reaction skills</p> <p>Hand eye coordination, balance,</p>



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		Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Hand-eye coordination, balance		
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p>warming up and cooling down Movement Team work Communication, competing together Introducing tactics and game play Basic attacking / defending Goalball, Curling, Hockey, Teamwork games, Boccia, Golf, Accuracy throwing</p> <p>Getting equipment out safely Effects of exercise on the body</p>	<p>warming up and cooling down effects of exercise how do I feel Movement Balancing a ball Balancing Using my body to make shapes Gymnastic actions Adding equipment to move with, Ribbons, balls, hoops and music</p> <p>Dance activity for school Christmas show</p>	<p>Develop broader range of skills in gymnastics Linking skills, movements, agility balance and coordination. Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Introduction to new activities</p> <p>Seated volleyball, tennis, badminton,</p> <p>Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Learn to engage in communication, collaboration and competition with each other</p> <p>Understand improvement, recognise skills learned.</p> <p>Measure and record Holding a bat, making contact with a ball Running, hitting, throwing</p> <p>Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Introduction to new equipment</p> <p>Running , jumping, throwing, flexibility, strength, technique, control and balance</p> <p><u>Activities(adapted)</u> Running Javelin, shot, high jump, standing long jump</p> <p>Measuring, recording</p> <p>Getting equipment out safely</p> <p>Effects of exercise on the body</p> <p>Warming up and cooling down</p> <p><u>Sports Day</u> Working as a team Enjoyment fun</p>



Two Rivers P.E. Curriculum

<p style="text-align: center;">Blue 1 & Blue 3 & Blue 4</p> <p style="text-align: center;">(Years 5 & 6)</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Invasion Games [football, tag-rugby, netball, hockey]</p> <p>Ball handling and coordination Eye-Hand Running, jumping, throwing, catching (isolation, combination) Competitive games, applying rules, tactics of a game</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>warming up and cooling down effects of exercise how do I feel Movement Balancing a ball Balancing Using my body to make shapes Gymnastic actions</p> <p>Adding equipment to move with, Ribbons, balls, hoops and music</p> <p>Dance activity for school Christmas show Warming up and cooling down.</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Develop broader range of skills in gymnastics Linking skills, movements, agility balance and coordination. Use of large and small equipment Getting equipment out safely and independently Effects of exercise on the body Warming up and cooling down</p>	<p>Introduction to new activities</p> <p>Seated volleyball, tennis, badminton,</p> <p>Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Learn to engage in communication, collaboration and competition with each other</p> <p>Understand improvement, recognise skills learned.</p> <p>Measure and record Holding a bat, making contact with a ball Running, hitting, throwing</p> <p>Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Introduction to new equipment</p> <p>Use of correct terminology</p> <p>Running , jumping, throwing, flexibility, strength, technique, control and balance</p> <p>Activities(adapted) Sprinting, long distance, styles of running Javelin, shot, high jump, standing long jump</p> <p>Measuring, recording</p> <p>Getting equipment out safely</p> <p>Effects of exercise on the body</p> <p>Warming up and cooling down</p> <p>Sports Day Working as a team Enjoyment Fun</p>
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YEAR B– 2017-2018, 2019-2020, 2021-2022

Created by Kerry Hancock



Two Rivers P.E. Curriculum

	<u>Knowing Me</u>	<u>5,4,3,2,1 Blast Off!</u>	<u>Pets</u>	<u>Over the Rainbow</u>	<u>Octopus Garden</u>	<u>Ugly Bug Ball</u>
Red 2	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Move programme 3.Physiotherapy 4.Occupational Therapy 5.Massage 6.Playdough 7.Threading 8.Duplo 9.Jigsaws 10. Rebound</p>	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>3.Move programme 4.Physiotherapy 5.Occupational Therapy 6.Massage 7.Playdough 8.Threading 9.Duplo 10.Jigsaws 11. Rebound Dressing skills – putting own coat on</p>	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12. Rebound Independent skills Toilet training Dressing Feeding</p>	<p><u>Moving and Handling/Health and self care</u> Birth - 11 months 8-20 months 16-26 months 22-36 months 30-50 months 40-60+ months</p> <p>2.Tumble Tots 4.Move programme 5.Physiotherapy 6.Occupational Therapy 7.Massage 8.Playdough 9.Threading 10.Duplo 11.Jigsaws 12.Sports day 12. Rebound Independent skills Toilet training Dressing Feeding</p>
Red 1 & Red 3 (Years 1 & 2)	<p>Team Games Multi skills Tag,</p> <p>Fundamental movement skills linked to basic actions</p> <p>Walking, running, skipping, hopping, balancing, ball skills, catching</p>	<p>Dance/ movement</p> <p>Basic movement skills, agility, balance and coordination</p> <p>Develop simple movement patterns [dance]</p>	<p>Agility/balance and coordination</p> <p>Basic movement skills, agility, balance and coordination Travelling, balancing, running and jumping, over, under, on, going around.</p>	<p>[Multi skills]</p> <p>[Boccia, skittles, net activities]</p> <p>Co-operate in physical activities in a range of challenging situations Develop agility, coordination, Throwing, catching, rolling,</p>	<p>Striking</p> <p>Continue to develop fundamental movement skills, coordination and reaction skills Hand eye coordination, balance,</p>	<p>Sports day activities</p> <p>[adapted team activities] Sack races, balancing egg spoon races,</p> <p>Running, jumping, throwing, multi skills]</p>



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		Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Hand-eye coordination, balance		
<p>Yellow 1 & Yellow 3 & Yellow 4</p> <p>(Years 3 & 4)</p>	<p>warming up and cooling down Movement Team work Communication, competing together Introducing tactics and game play Basic attacking / defending Goalball, Curling, Hockey, Teamwork games, Boccia, Golf, Accuracy throwing</p> <p>Getting equipment out safely Effects of exercise on the body</p>	<p>warming up and cooling down effects of exercise how do I feel Movement Balancing a ball Balancing Using my body to make shapes Gymnastic actions Adding equipment to move with, Ribbons, balls, hoops and music</p> <p>Dance activity for school Christmas show</p>	<p>Develop broader range of skills in gymnastics Linking skills, movements, agility balance and coordination. Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Introduction to new activities</p> <p>Seated volleyball, tennis, badminton,</p> <p>Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Learn to engage in communication, collaboration and competition with each other</p> <p>Understand improvement, recognise skills learned.</p> <p>Measure and record Holding a bat, making contact with a ball Running, hitting, throwing</p> <p>Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Introduction to new equipment</p> <p>Running , jumping, throwing, flexibility, strength, technique, control and balance</p> <p><u>Activities(adapted)</u> Running Javelin, shot, high jump, standing long jump</p> <p>Measuring, recording</p> <p>Getting equipment out safely</p> <p>Effects of exercise on the body</p> <p>Warming up and cooling down</p> <p><u>Sports Day</u> Working as a team Enjoyment fun</p>



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<p style="text-align: center;">Blue 1 & Blue 3 & Blue 4</p> <p style="text-align: center;">(Years 5 & 6)</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Invasion Games</p> <p>[football, tag-rugby, netball, hockey] Ball handling and coordination Eye-Hand Running, jumping, throwing, catching (isolation, combination) Competitive games, applying rules, tactics of a game</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>warming up and cooling down effects of exercise how do I feel Movement Balancing a ball Balancing Using my body to make shapes Gymnastic actions</p> <p>Adding equipment to move with, Ribbons, balls, hoops and music</p> <p>Dance activity for school Christmas show Warming up and cooling down.</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p> <p>Develop broader range of skills in gymnastics Linking skills, movements, agility balance and coordination. Use of large and small equipment Getting equipment out safely and independently Effects of exercise on the body Warming up and cooling down</p>	<p>Introduction to new activities</p> <p>Seated volleyball, tennis, badminton,</p> <p>Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Learn to engage in communication, collaboration and competition with each other</p> <p>Understand improvement, recognise skills learned.</p> <p>Measure and record Holding a bat, making contact with a ball Running, hitting, throwing</p> <p>Getting equipment out safely Effects of exercise on the body Warming up and cooling down</p>	<p>Introduction to new equipment</p> <p>Use of correct terminology</p> <p>Running , jumping, throwing, flexibility, strength, technique, control and balance</p> <p>Activities(adapted) Sprinting, long distance, styles of running Javelin, shot, high jump, standing long jump</p> <p>Measuring, recording</p> <p>Getting equipment out safely</p> <p>Effects of exercise on the body</p> <p>Warming up and cooling down</p> <p>Sports Day Working as a team Enjoyment Fun</p>
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