

P.E.

Curriculum: Year A



EYFS -Cherry GARDEN Physical Development

Topics

Year A: Ourselves Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates

Physical Development

- Can use equipment safely e.g., climbing frame, cars...
- to demonstrate how to successfully negotiate space,
- the ability to move independently in an appropriate and safe manner.
 - to begin to develop self-esteem and confidence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class						
	Observation and	Moving and	Moving and	Moving and	Unit 3 EYFS	Unit 4 EYFS
	assessment of children moving.	Handling : EYFS Creative Dance	Handling : EYFS Over under& through	Handling: EYFS	Over under and through	Creative Dance
Dod 0	Establishing systems			Creative Dance		1.Dance to known
Red 2 Equals	and procedures	1.Action Rhymes	1.travelling on different parts of the	1.Dance a story	1.Balancing	songs
1904.5	Moving and Handling : EYFS	2. Action Rhythms	body	Moving and	Moving and	Moving and Handling: EYFS
Taught across the year	Throw Catch Kick	3. Spatial awareness	EYFS	Handling: EYFS Throw Catch Kick	Handling : EYFS Throw Catch Kick	Throw Catch Kick
Mark making through movement (linked across	1.Running, jumping	4. Musicality	Throw catch kick			1.Striking skills
all aspects of PE)	and galloping (gross motor)	5. Hand eye	1.Aiming skills using	1.Throwing and catching skills	1.Kicking and dribbling skills	2.Practice for sports
Themes	Kicking large balls Rolling, throwing	coordination	a variety of balls and other objects			day
1.Straight up and down 2.Swinging movement	and aiming	11.11.0 EVE0	and onler objects			
and indirect lines 3.Circular movts	4. Jumping off the floor on 2 feet, one	Unit 2 EYFS Throw Catch Kick				
4. Angular Movt's	foot(hop) jumping from one to the	1.Rolling balls and				
5. Looped Movt's6. Grabbing movt's	other (leap)	other objects				



7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall	
9. Combining different assessing upper body strength (using outdoor	
writing strokes body strength (using outdoor	
writing strokes body strength (using outdoor	
(using outdoor	
equipment/ hall	
equipment)	
Authors Five larger Winter Warrager To Infinity and Dayland Knight Fayor Director The Law	d of Dhyman
<u>Autumn Explorers</u> <u>Winter Warmers</u> <u>To Infinity and Beyond</u> <u>Knight Fever</u> <u>Pirates</u> <u>The Lan</u>	nd of Rhyme
To use PE planning as a	lanning as a
lesson planning guide lesson guide lesson planning guide lesson gui	ning guide
Follow teacher login	:her login
Red 1 details details details details details details details	_
o o	ating what is
	appen next:
visual, pictures, symbols visual, pictures, pictures, pictures, pictur	ires, symbols
Foundation / me and Foundation / movement Year 1 / Gymnastics Foundation / Ball skills Foundation / fun and Foundation	/ throwing and
(Years 1 & 2) myself development games/indoor and catching	,
Use this Unit of Work to Use this Unit of Work to outdoor	
Use this Unit of Work to Use this Unit of Work to develop gross motor skills introduce hand/eye Sports day/	multi-skills
explore the body and how discover and develop a using equipment. coordination and ball Use this Unit of Work to activities	
it works. range of body control engage children in a	
	-dribbling, ball
getting changed Rolling Boccia, skittles, net bouncing, r	
my body Balancing - standing on Jumping activities, curling 1.awareness of others - in and out	
	ver different
senses along benches, hop from Using apparatus – small To participate 3. sense games height hurd	
on the move one foot to the other, and large in and enjoy different 4. ball games -jumping d	itterent
how my body changes looking up at the ceiling, forms of formal games 5. parachute games distances	
Leave described and the form of the form o	over bean bags play blocks
lo delivery	play blocks
panicipale in a	o a taraet
	and catching
indoor hall four point kneeling. varning, a short application of Boccia To play games with others - running ra	
	rough ladders
	ground so that
Musical Chairs shapes, side stepping, of simple stretches which ball To keep score you don't	-
• Musical Statues walking holding a ball, are repeatable every 2. To move with a ball touch the re	Jngs
• Simon Savs walking throwing and week. 3. To explore different Giant dodge ball	
Follow the Leader catching, ankle kicks, high body parts with a ball Parachute games	
Sleeping Lions knees, shuttle runs, A. Explore how a ball	
What's the Time Mr	
Wolf? with a rope, throwing 5. follow instructions to slides, swings, climbing	
• Skittles items and swinging items. play a game - Boccia frames, scooters, bikes	



Skipping with a big rope		Obstacle races can also
e.g. 2 people holding with	how to move	be set up in school by the
one	 how to move safely 	use of
person jumping.	 exploring movements 	parachutes to crawl
Hop-Scotch	 moving in different 	under, tunnels to crawl
Ring-a-Ring-a-Roses	ways	through, hills in the
Grand Old Duke of York	 moving in different 	form of piles of bean bags
Duck, Duck, Goose	directions	to climb over and roll
Hokey-Cokey	moving at different	down again,
Bean-bag-toss game –	speeds	commando style, skate
into different sized holes	 moving to music 	boards to glide on
for		especially if you can
different scores	To finish	tape two or three together
• Tag (or tig)	Prepare the learners for	to make a bigger and
	the session coming to end	more stable
	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.	

Yellow Phase

Informal: Cherry Garden Physical Education Equals

Topic A Planes, trains and automobiles, Let's Celebrate, To the moon and Back, we're going to the zoo., Do you believe in magic? Fun in the sun

Discover curriculum (linked to branches 5-7):

By the end of this curriculum pathway, pupils will be able to...

Gross Motor:

Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc Pupils will be able to throw and catch a range of different sized balls or objects.

Pupils will be able to apply a range of movements to different contexts.

Key Strategies and types of resources:

- Access to weekly PD session-zones to include climbing (benches, climbing frame, horse), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets, Boccia, Curling)
- Discrete PE sessions; ball skills, throwing and catching.
- Climbing frames and active zones consistently in use.
- Soft Play; ball pit in use, gym balls available.
- Trampoline; Rebound Therapy develop jumping and range of movements
- Body awareness and action songs.



	Community/Specialist Provision:
	Competitions- Boccia, Curling, Bowling etc
	Sports Day
	Local parks and playgrounds – Conkers
	Horse-riding
Fine Motor:	Key Strategies and types of resources:
Pupils will be able to use fine motor skills as part of construction	Backwards chaining- for dressing and undressing skills.
activities.	Visual schedules to support the ordering of actions in self-help
Pupils will be able to perform more complex fine motor actions to	routines.
complete functional tasks such as stabbing with a fork or dressing	Specialist cutlery for eating skills.
and undressing.	Exploring playdough and similar materials to develop grasps and
Pupils will be able to use simple tools such as scissors and mark	strength.
making tools with increasing control	Construction area in classroom with large- and small-scale construction available.
	Write-dance sessions; develop fine motor grasps with mark
	making tools.
	Snack and Dinner; opportunities to use grasps to select foods for
	self-service
	Cooking; cutting softer foods with a knife, using appliances,
	turning switches, pressing buttons.
	Mark making areas indoor and outdoor; range of mark making
	materials and tools available such as conditioner, hair gel, paint
	on easels, brushes, mops, combs etc.
	Role play areas with simple tools
	A range of fine motor play activities in class with a range of tools
	easily accessible for pupils to use. Eg: scoops, spoons, tweezers,
	scissors, pipettes – from OT.
	ICT; writing apps for iPad and whiteboard
	Turning on taps, using soap and towel dispenser
	Community/Specialist Provision:
	Nature Reserve; mark making with sticks, mud, water etc.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class						
	<u>Journeys</u>	<u>Frozen Planet</u>	Amazing Animals	Out of this world	Terrific Time Travellers	Colour, Shimmer & Shine
	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a
Yellow 1	lesson planning guide	lesson planning guide	lesson planning guide	lesson planning guide	lesson planning guide	<u>lesson planning guide</u>
reliow i	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login
&	<u>details</u>	<u>details</u>	<u>details</u>	<u>details</u>	<u>Details</u>	<u>details</u>
Yellow 3						throwing/running, jumping
&	Communicating what is about to happen next:	Communicating what is about to happen next:	Communicating what is about to happen next:	Seated volleyball, badminton,	Striking/fielding	Athletic activities
	visual, pictures, symbols	visual, pictures, symbols	visual, pictures, symbols	baaminion,	Yellow 3	YR 1/2
Yellow 4	viscai, pierores, syrriseis	visual, piereres, syrrigeis	viscal, piereres, syrriseis		Foundation - throwing and	1 1,2
	Having an expectation	Having an expectation	Having an expectation	Yellow 3:yr 1	catching	Use this Unit of Work to;
	that the learner will: follow	that the learner will: follow	that the learner will: follow			Master: basic movements
(Years 3 & 4)	changing routines	changing routines	changing routines	badminton	Use this Unit of Work to	including running,
	Getting changed Using separate changing	Getting changed Using separate changing	Getting changed Using separate changing	Use this Unit of Work to;	introduce hand/eye coordination and ball	jumping, throwing and catching and begin to
To muchano for	rooms/areas according to	rooms/areas according to	rooms/areas according to	To follow the YR 1	control.	apply these in a range of
To prepare for	gender. Or separated	gender. Or separated	gender. Or separated	badminton	Cormon.	activities. Develop
the activity as a	areas within class room	areas within class room	areas within class room		1.stopping and receiving	balance, agility and
regular routine.				Adjust according to lower	2. rolling and sending	coordination, and begin
. agailar roadiirer	Farmain a in five value			level, basic familiarisation	3. catching the basics	to apply these in a range
	Engaging in fun, play-	Engaging in fun, play-	Engaging in movement, balance, coordination	with new equipment, shuttle movement, holding	4. throwing the basics 5. catching a ball	of activities.
	based games activities	based dance and	activites	a racket, coordination,	6. throwing and catching	
	Indoor Intro to competitiveness/	movement activities	Gymnastics			PE planning
	invasion type		C,	Yellow 1		Athletics-
	,,,,,,	Action/dance songs with	Observing the putting out	<u>badminton</u>	Yellow 1	yellow 3 - YR1/2
	Notice how our bodies	individual learners	of Equipment	Use this Unit of Work to:	Cricket/ YR1	Yellow 1 – 2/3
	feel different, changes	demonstrating a move		Master basic movements	Use this Unit of Work to:	1.introduction
	Ideally some of the skills	in turn which everyone has	To participate in and enjoy	including running,	Master basic movements	2. coordination and
	that will be used later in	to copy. Over a period of	different forms	jumping, and begin to	including	movement
Warming up	the session can be	a half term or a term, a short dance	of movement.	apply these in a range of	_	3. running
Become familiar,	practiced in the warm up.	sequence can be built up	balance and coordination	activities. Develop	running, jumping,	4. jumping
		by adding one more	based physical	balance, agility and	throwing and catching and begin to apply these	5. throwing
comfortable and ready	Examples of these are • Musical	move each week. This has	activity.	coordination, and begin to apply these in a range	in a range of activities.	6. throwing (overarm throw)
to engage in the main	• Musical chairs/bumps/statues	the added advantage of	Balancing - standing on	of activities.	Participate in team	
body of the session.	• Dodge-ball	aiding the improvement of	one leg, hopping, walking		games, developing simple	Yellow 3 – adapt to basic
,	Copying simple physical	sequential and long term	along balance beams	1 shuttle familiarisation	tactics	skills of running, jumping,
	skills like running, jumping,	memory.	/benches, hop from one	2. racket familiarisation		skipping, rolling, throwing,
	waving etc.,		foot to the other, looking	3. coordination and movement	1.introduction	Target throws.
	through Follow the Leader.	Unit of Work to introduce	up at the ceiling,	4. shuttle and racket	2. ball skills	Warm down/finish
	 Parachute cat and mouse. 	simple movement patterns		familiarisation	Z. Dali Jalii	77 G1711 GO 7711/11/11/11/11



Running to 'stations' which might be colours, mats, bases.

To participate in and enjoy different forms of skill based physical activity.

Tig/Tag Simple drills-dribbling, ball bouncing, relay races

- in and out of cones - iumping over different
- height hurdles
 jumping different
- jumping different distances
- climbing over bean bags and/or soft play blocksthrowing
- throwing to a target
- throwing and catching
- running races
- running through ladders laid on the ground so that you don't touch the rungs

Teamwork & games (See Pi

games, (See PE planning)

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. and engage children in storytelling

Foundation Dance-PE planning

- Intro to dance
- acting in character
- in time with the music
- group work
- intro to mirroring
- emotions and expressions

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.

standing on one leg with eves closed, skipping, marching, dancing, waist twists, passing a ball over head and under leas. 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.

PE planning

Gymnastics – yellow 3 - YR1 Yellow 1 – 1

Agility - changing

direction, running through

target, hop scotch, two

foot jumping over hurdles,

ladders, throwing to a

bunny hops, obstacle

Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.

lesson 1 - introduction

lesson 2 - key shapes lesson 3 - travelling

lesson 4 - balancing

lesson 5 - sequences lesson 6 - final lesson

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 5. rallying6. group games

week.

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 4. fielding - rolling, get in line
5. batting

6. final lesson

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.

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.

To finish the activity/session.

Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using.

Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.

Pupils will use a range of gross motor skills and apply them to different contexts.

Pupils will understand the rules of and take part in simple team games

Key Strategies and types of resources:

- Weekly PD session; ball skills to include visuals for simple turn
- Equipment available to practice balance and gymnastic activities e.g. balance bean, wobble boards, high horse.
- Trampoline; Rebound therapy apply different movements to different contexts.
- Playgrounds; swing, climbing equipment, bikes and ball skills.
- Team games sessions; Boccia, Curling etc. Visuals to explain rules, keeping scores.
- Soft Play: climbing, chase games, hide and seek.
- Discrete small group sessions; simple games with rules, bike races.

Community/Specialist Provision:

- Competitions-Boccia, Curling, Bowling etc
- Sports Day
 - Adapted bikes.
- Residential adventurous activity Pioneer Centre

Key Strategies and types of resources:

Backwards chaining for dressing and undressing

Fine Motor:



Pupils can use fine motor skills to complete all aspects of dressing and undressing independently.

Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)

Pupils can handle a range of tools with increasing independence

- Visual schedules to support sequencing in self-help tasks
- Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools
- Mark making areas indoor and outdoor; range of mark making tools available.
- Write-dance
- Opportunities to include mark-making/writing, use of a range of tools in the role-play area.
- Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping.
- Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items.
- Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons.
- ICT; use of one click and standard mouse
- Construction; more complex connecting construction such as Lego or Stickle bricks.
- Small world activities available with a range of different sized and shape resources.

Community/Specialist Provision:

- Conkers visits large assault course
 - Pooley Park
- Forest Schools.



Blue 1 Blue 3 Rlue 4

(Years 5 & 6)

Warming up Become familiar. comfortable and ready to engage in the main body of the session.

Egyptians

To use PE planning as a lesson planning guide Follow teacher login details

To prepare for the activity as a regular routine.

Communicating what is about to happen next: visual, pictures, symbols

Havina an expectation that the learner will: follow changing routines Gettina changed Using separate changing rooms/areas accordina to gender. Or separated areas within class room

Engaging in fun, playbased games and activities are an excellent way to lead into a session.

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.

Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are:

Dodgeball/football Lights, Camera, Action!

To use PE planning as a lesson planning guide Follow teacher loain details

To prepare for the activity as a regular routine.

Communicating what is about to happen next: visual, pictures, symbols

Having an expectation that the learner will: follow changing routines Gettina changed Using separate changing rooms/areas accordina to gender. Or separated areas within class room

Balancina - standina on one lea, hopping, walking , 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 leas. kneeling, high kneeling, four point kneeling. **Coordination** - making shapes, side stepping, walkina walking throwing and

catchina, 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

Space - 5,4,3,2,1

To use PE planning as a lesson planning quide Follow teacher loain details

To prepare for the activity as a regular routine. Communicating what is

about to happen next: visual, pictures, symbols

Havina an expectation that the learner will: follow changing routines Gettina changed Using separate changing rooms/areas accordina to gender. Or separated areas within class room

Gymnastics

Balancina - standina 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 eves 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

Righteous Royals

To use PE planning as a lesson plannina avide Follow teacher loain details

tennis.Net/wall

PE planning YR 3

Use this Unit of Work to:

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.

- 1.introduction 2. ball and racket familiarisation
- 3. receiving skills 4. cooperative rallies
- 5. simple games
- 6. final lesson

safely

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 Intro to the safety of the putting away equipment

Amazing Americas

To use PE planning as a lesson plannina avide Follow teacher loain details

Striking/fielding Cricket/Rounders

PE plannina – YR 3 Use this Unit of Work to:

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.

- 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

safely

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

Groovy Greeks

To use PE planning as a lesson plannina auide Follow teacher loain details

Athletics

throwing/running, jumping, Athletic activities

YR 4/5

Athletics Use this Unit of Work to:

Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strenath, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- 1.introduction
- 2. runnina
- 3. jumping
- 4. throwing
- 5. relay races 6. final lesson



	 Copying simple physical 	target, hop scotch, two	target, hop scotch, two	
	skills like running, jumping,	foot jumping over hurdles,	foot jumping over hurdles,	
	waving etc.,	bunny hops, obstacle	bunny hops, obstacle	
	through Follow the Leader.	courses.	courses.	
	Running to 'stations' which	-	Dive 1 fellower 4	
	might be colours, mats, bases.	To participate	Blue 1 follow yr. 4	
	nases.	in and enjoy	Blue 3 either yr. 3	
	Tig or tag games	different forms of		
	Tig or tag games –	movement,	Gymnastics	
	Duck, Duck, Goose' or Tail		Use this Unit of Work to:	
	Stretches (possibly led by	Se PE planner for	Develop flexibility,	
	the learners once they	-	strength, technique,	
	know some) can	lesson plans	control and balance.	
	then lead into the next		Compare their	
	part of the lesson, as well	Dance YR 4	performances with	
	as calming and	l., ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	previous ones and	
	preparing the learners for	Use of Just dance to show	demonstrate improvement	
Ta nauticinata in assel	the change of activity	children actions	to achieve their personal	
To participate in and		Example:	best.	
enjoy different forms		Waka Waka Dance –		
of skill based physical	Tio/Too	Shakira	– PE planning	
• •	Tig/Tag Simple drills-dribbling, ball	ondan d	Gymnastics	
activity.	bouncing, relay races	Introduction	_	
•	- in and out of cones	Unison	Blue 1 – YR 4/5	
	- jumping over different	Instrumental	-	
	height hurdles	Chorus	Blue 3 - YR 3	
	- jumping different	Create your own dance	Introduction	
	distances	Ending of the dance	Introduction key shapes	
	- climbing over bean bags		travelling	
	and/or soft play blocks	Marray dayun /finish	creating sequences	
	- throwing	Warm down/finish Prepare the learners for	partner work	
	- throwing to a target	the session coming to end	final lesson	
	- throwing and catching	with a cue such as a		
	 running races running through ladders 	verbal and signed	1.Perform a range of	
	laid on the ground so that	warning, a short	actions skills and agility	
	you don't	countdown, leading to a	with consistency, fluency	
	, 55 45111	warm down	and clarity of movement	
	Different throwing	of simple stretches which	O Even origina and writing a writing	
	techniques – underarm,	are repeatable every	Experiment with a wide range of actions varying	
	overarm, lobbing-	week.	and combining spatial	
	(Dodgeball)		patterns, speed, tension	
			and continuity when	
	Transferring from walking		working with a partner	
	to running with changes of		and in a group	
			and in a group	
	pace (slow fast) at		and in a group	
			3. Create Gymnastic	



	T =			1
	Different running	clear beginning, middle		
	techniques such as gliding	and end		
	with hardly any leg lift to			
	high knees raise	4. Create , perform and		
	Putting the foot on a ball	repeat a combination of		
	and standing still	actions which include		
	Dribbling a ball using feet	changes of level, speed,		
	Kicking to a target	direction and clarity of		
	Different kicking	shape.		
	techniques such as using	•		
	the instep or side footing	5. Develop flexibility		
	Holding onto and letting	strength, control,		
	go of balls or similar (such	technique and balance.		
Warming down	as a small bean bag)			
	at the right time	6. Find different ways of		
	(football)	using a shape, travel,		
		balance and link them to		
	intro to a more formal	make actions and		
	game Football	sequences of movement.		
	-			
	Prepare the learners for			
	the session coming to end			
	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.E.

Curriculum: Year B



EYFS -Cherry GARDEN Physical Development

Topics

Year B: Ourselves Snow and Ice Food Dinosaurs Animals Nursery Rhymes

Physical Development

- Can use equipment safely e.g., climbing frame, cars...
- to demonstrate how to successfully negotiate space,
- the ability to move independently in an appropriate and safe manner.
 - to begin to develop self-esteem and confidence

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 2 Equals Taught across the year Mark making through movement (linked across all aspects of PE) Themes 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	Observation and assessment of children moving. Establishing systems and procedures Moving and Handling: EYFS Throw Catch Kick 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	Moving and Handling: EYFS Creative Dance 1.Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination Unit 2 EYFS Throw Catch Kick	Moving and Handling: EYFS Over under& through 1.travelling on different parts of the body EYFS Throw catch kick 1.Aiming skills using a variety of balls and other objects	Moving and Handling: EYFS Creative Dance 1.Dance a story Moving and Handling: EYFS Throw Catch Kick 1.Throwing and catching skills	Unit 3 EYFS Over under and through 1.Balancing Moving and Handling: EYFS Throw Catch Kick 1.Kicking and dribbling skills	Unit 4 EYFS Creative Dance 1.Dance to known songs Moving and Handling: EYFS Throw Catch Kick 1.Striking skills 2.Practice for sports day



9. Combining different writing strokes	from one to the other (leap) 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment)	1.Rolling balls and other objects				
	equipment					
	<u>Africa</u>	<u>Celebrations</u>	Once Upon a Time	The Land Before Time	Starry Night	<u>Under the Sea</u>
Red 1	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details
& Red 3	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols
(Years 1 & 2)	Foundation / me and myself	Foundation / movement development	Year 1 / Gymnastics	Foundation / Ball skills	Foundation / fun and games/indoor and	Foundation / throwing and catching
(rears 1 & 2)	myself Use this Unit of Work to explore the body and how it works. getting changed my body parts of the body senses on the move how my body changes To actively participate in a range of playground, classroom and indoor hall games. Musical Chairs • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions	Use this Unit of Work to discover and develop a range of body movements. 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, four point kneeling. Coordination - making shapes, side stepping, walking throwing and catching, ankle kicks, high knees, shuttle runs,	Use this Unit of Work to develop gross motor skills using equipment. Travelling Rolling Jumping Using apparatus – small and large 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.	Use this Unit of Work to introduce hand/eye coordination and ball control Boccia, skittles, net activities, curling To participate in and enjoy different forms of formal games based physical activity. Introduce throwing / catching – to help with application of Boccia 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	Use this Unit of Work to engage children in a variety of PE activities. 1. awareness of others 2. movement games 3. sense games 4. ball games 5. parachute games 6. simple games To move in lots of different ways To move into space To play games with others To use equipment in games To keep score Giant dodge ball Parachute games	Sports day/ multi-skills activities 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



What's the Time Mr Wolf? Skittles Skipping with a big rope e.g. 2 people holding with one person jumping.	windmill arms, skipping with a rope, throwing items and swinging items. • how to move • how to move safely • exploring movements	5. follow instructions to play a game - Boccia	Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes Obstacle races can also be set up in school by the use of parachutes to crawl	
Hop-Scotch Ring-a-Roses Grand Old Duke of York Duck, Duck, Goose Hokey-Cokey Bean-bag-toss game – into different sized holes for different scores Tag (or tig)	moving in different ways moving in different directions moving at different speeds moving to music 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		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	
	of simple stretches which are repeatable every week.			

Yellow 2

Topics

Equals Scheme

Year B: Outdoor Adventure, Around the World, Winter Warmers, Growing, Teddy Bears Picnic, Beside the Seaside

Discover curriculum (linked to branches 5-7):

By the end of this curriculum pathway, pupils will be able to...

Gross Motor:

Pupils will be able to use gross motor skills to confidently use simple pieces of apparatus, such as climbing frames, ladders, tricycles etc Pupils will be able to throw and catch a range of different sized balls or objects.

Pupils will be able to apply a range of movements to different contexts.

Key Strategies and types of resources:

- Access to weekly PD session- zones to include climbing (benches, climbing frame, horse), active (simple circuits for moving in different ways) and ball skills (range of balls, nets, targets, Boccia, Curling)
- Discrete PE sessions; ball skills, throwing and catching.
- Climbing frames and active zones consistently in use.
- Soft Play; ball pit in use, gym balls available.
- Trampoline; Rebound Therapy develop jumping and range of movements



	Body awareness and action songs.
	Community/Specialist Provision:
	Competitions- Boccia, Curling, Bowling etc
	Sports Day
	Local parks and playgrounds – Conkers
	Horse-riding
Fine Motor:	Key Strategies and types of resources:
Pupils will be able to use fine motor skills as part of construction	Backwards chaining- for dressing and undressing skills.
activities.	 Visual schedules to support the ordering of actions in self-help
Pupils will be able to perform more complex fine motor actions to	routines.
complete functional tasks such as stabbing with a fork or dressing	Specialist cutlery for eating skills.
and undressing.	 Exploring playdough and similar materials to develop grasps and
Pupils will be able to use simple tools such as scissors and mark	strength.
making tools with increasing control	Construction area in classroom with large- and small-scale
Triaking room with increasing control	construction available.
	Write-dance sessions; develop fine motor grasps with mark
	making tools.
	Snack and Dinner; opportunities to use grasps to select foods for
	self-service
	 Cooking; cutting softer foods with a knife, using appliances,
	turning switches, pressing buttons.
	Mark making areas indoor and outdoor; range of mark making
	materials and tools available such as conditioner, hair gel, paint on
	easels, brushes, mops, combs etc.
	Role play areas with simple tools
	A range of fine motor play activities in class with a range of tools
	easily accessible for pupils to use. Eg: scoops, spoons, tweezers,
	scissors, pipettes – from OT.
	ICT; writing apps for iPad and whiteboard
	Turning on taps, using soap and towel dispenser
	Community/Specialist Provision:
	Nature Reserve; mark making with sticks, mud, water etc.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class						
	Happy Healthy Me	<u>Victorian Wonderland</u>	Let it Grow	<u>Chocoholics</u>	The Great Outdoors	The Big Top
Yellow 1	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login details	To use PE planning as a lesson planning guide Follow teacher login Details	To use PE planning as a lesson planning guide Follow teacher login details
&						throwing/running, jumping,
Yellow 3	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Communicating what is about to happen next: visual, pictures, symbols	Seated volleyball, badminton <u>,</u>	Striking/fielding Yellow 3	Athletic activities YR 1/2
&	visodi, pictores, syrribois	visual, pictores, syrribuis	visodi, pictores, syrribois		Foundation - throwing and	1 K 1/2
Yellow 4	Having an expectation that the learner will: follow	Having an expectation that the learner will: follow	Having an expectation that the learner will: follow	Yellow 3:yr 1	catching	Use this Unit of Work to; Master : basic movements
(Years 3 & 4)	changing routines Getting changed Using separate changing	changing routines Getting changed Using separate changing	changing routines Getting changed Using separate changing	badminton Use this Unit of Work to;	Use this Unit of Work to introduce hand/eye coordination and ball	including running, jumping, throwing and catching and begin to
	rooms/areas according to gender. Or separated areas within class room	rooms/areas according to gender. Or separated areas within class room	rooms/areas according to gender. Or separated areas within class room	To follow the YR 1 badminton	control. 1.stopping and receiving	apply these in a range of activities. Develop balance, agility and
	Engaging in fun, play-	Engaging in fun, play-	Engaging in movement,	Adjust according to lower level, basic familiarisation with new equipment,	2. rolling and sending 3. catching the basics 4. throwing the basics	coordination, and begin to apply these in a range of activities.
	based games and activities	based dance and movement activities	balance, coordination activites	shuttle movement, holding a racket, coordination,	catching a ball throwing and catching	PE planning
	Notice how our bodies feel different, changes	Action/dance songs with individual learners	Observing the putting out of Equipment	Yellow 1 badminton Use this Unit of Work to:	Yellow 1 Cricket/ YR1	Athletics- yellow 3 - YR1/2 Yellow 1 - 2/3
	Ideally some of the skills that will be used later in the session can be practiced in the warm up.	demonstrating a move in turn which everyone has to copy. Over a period of a half term or a term, a short dance	To participate in and enjoy different forms of movement, balance and coordination	Master basic movements including running, jumping, throwing and catching and begin to	Use this Unit of Work to; Master basic movements including	1.introduction 2. coordination and movement 3. running
	Examples of these are • Musical chairs/bumps/statues	sequence can be built up by adding one more move each week. This has	based physical activity.	apply these in a range of activities. Develop balance, agility and	running, jumping, throwing and catching and begin to apply these	4. jumping5. throwing6. throwing (overarm
	Dodge-ball Copying simple physical skills like running, jumping, waving etc.,	the added advantage of aiding the improvement of sequential and long term	Balancing - standing on one leg, hopping, walking along balance beams /benches, hop from one	coordination, and begin to apply these in a range of activities.	in a range of activities. Participate in team games, developing simple tactics for attacking and	throw) Yellow 3 – adapt to basic skills of running, jumping,
	through Follow the Leader. • Parachute cat and	memory.	foot to the other, looking up at the ceiling,	1 shuttle familiarisation 2. racket familiarisation	defending.	skipping, rolling, throwing, Target throws.
	mouse.	Unit of Work to introduce simple movement patterns	standing on one leg with eyes closed, skipping, marching, dancing, waist	3. coordination and movement	1.introduction 2. coordination and movement	Warm down/finish



Running to 'stations' which might be colours, mats, bases.

To participate in and enjoy different forms of skill based physical activity.

Tig/Tag Simple drills-dribbling, ball bouncing, relay races

- in and out of cones
- iumping over different height hurdles
- jumping different distances
- climbing over bean bags and/or soft play blocks
- throwina
- throwing to a target
- throwing and catching
- running races
- running through ladders laid on the ground so that vou don't touch the rungs

Teamwork & games, (See PE planning)

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.

and engage children in storvtellina

Foundation Dance- PE plannina

- Intro to dance
- acting in character in time with the
- music group work
- intro to mirrorina
- emotions and expressions

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.

twists, passing a ball over head and under leas. kneeling, high kneeling, four point kneeling. Coordination - making shapes, side stepping, walkina holdina 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

PE plannina Gymnastics yellow 3 - YR1/2 Yellow 1 - 2/3

Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.

lesson 1 - introduction lesson 2 - key shapes

lesson 3 - travellina

lesson 4 - balancing

lesson 5 - sequences

lesson 6 - final lesson

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.

4. shuttle and racket familiarisation

5. rallying

6. group games

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

3. ball skills

4. fielding - rolling, get in

countdown, leading to a

of simple stretches which

are repeatable every

5. batting

6. final lesson

warm down

week.

the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a Warm down/finish warm down Prepare the learners for of simple stretches which the session coming to end are repeatable every with a cue such as a week. verbal and signed warning, a short

Prepare the learners for



		1	Intro to the safety of the		1	1
			1			
			putting away equipment			
			safetly			
	Roald Dahl	World War 11	Vikings and Anglo-Saxons	Scientists and Inventors	Superhero	What do you Sea?
	Kodia Barii	Trona Trai Ti	Tikings and Tingle caxons	ocionisis and involviors	<u>copomero</u>	marae yee eea.
	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a	To use PE planning as a
	lesson planning guide	lesson planning guide	lesson planning guide	lesson planning guide	lesson planning guide	lesson planning guide
	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login	Follow teacher login
Blue 1	details	details	details	details	details	details
	<u>ac.a</u>	43.4.5	Gymnastics	43.4	43.4.5	40.4.0
&	To prepare for	Dance / movement		tennis.	Striking/fielding	Athletics
-	the activity as a regular	Dance, movement	To prepare for	Termis,	Cricket/rounders	7 milenes
Blue 3	routine.	To prepare for	the activity as a regular	PE planning YR 3	Gricker/roomaers	throwing/running, jumping,
•	Communicating what is	the activity as a regular	routine.	TE planning TK 0	PE planning – YR 3	Athletic activities
&	about to happen next:	routine.	Communicating what is	Use this Unit of Work to:	Use this Unit of Work to:	Annelle delivines
Blue 4	visual, pictures, symbols	Communicating what is	about to happen next:	ose iilis oilii oi work io,	Use iiiis oiiii oi work io,	
DIOC 4	visual, pietores, syrribuis	about to happen next:	visual, pictures, symbols	Use running, jumping,	Use running, jumping,	YR 4/5
	Having an expectation	visual, pictures, symbols	visual, pierores, syrribuis	throwing and catching in	throwing and catching in	11.4/3
()/ = . /)	that the learner will: follow	visual, pictores, symbols	Having an expectation	isolation and in	isolation and in	Athletics
(Years 5 & 6)	changing routines	Having an expectation	that the learner will: follow	combination. Play	combination. Play	Use this Unit of Work to;
-	Getting changed	that the learner will: follow	changing routines	competitive games,	competitive games,	Use running, jumping,
	Using separate changing	changing routines	Getting changed	modified where	modified where	throwing and catching in
	rooms/areas according to	Getting changed	Using separate changing	appropriate, and apply	appropriate, and apply	isolation and in
	gender. Or separated	Using separate changing	rooms/areas according to	basic principles suitable for	basic principles suitable for	combination. Develop
	areas within class room	rooms/areas according to	gender. Or separated	attacking and defending.	attacking and defending.	flexibility, strength,
	areas will ill class 100111	gender. Or separated	gerider. Or separated	andching and defending.	andcking and defending.	technique, control and
		gerider. Or separated areas within class room	areas will iii class 10011	1.introduction	1.introduction	balance. Compare their
		dieds willin class room		2. ball and racket	2.fielding- ball skills sign up	performances with
	Engaging in fun, play-			familiarisation	3. throwing and catching	previous ones and
	based games and		Balancing - standing on	3. receiving skills	4. batting- hitting the ball	demonstrate improvement
	activities are an excellent	Balancing - standing on	one leg, hopping, walking	4. cooperative rallies	5. simple games	to achieve their personal
	way to lead into a session.	one leg, hopping, walking	along balance	5. simple games	sign up	best.
	way to lead if to a session.	along balance	beams/benches, hop from	6. final lesson	6. final lesson	Desi.
	During the warm up there	, skipping, marching,	one foot to the other,	6. III di lessori	6. III di lessori	
	can be brief pauses to	dancing, waist	looking up at the ceiling,	Warm down/finish		1.introduction
	notice our bodies and	twists, passing a ball over	standing on one leg with	Prepare the learners for	Warm down/finish	2. running
	how they change during	head and under legs,	eyes closed, skipping,	the session coming to end	Prepare the learners for	3. jumping
	exercise.	kneeling, high kneeling,	marching, dancing, waist	with a cue such as a	the session coming to end	4. throwing
	discuss how we now feel,	four point kneeling.	twists, passing a ball over	verbal and signed	with a cue such as a	5. relay races
	who feels different, how	Coordination - making	head and under legs,	warning, a short	verbal and signed	6. final lesson
	do they feel different, why	shapes, side stepping,	kneeling, high kneeling,	countdown, leading to a	warning, a short	0. III IG 1633011
	do they feel different.	walking holding a ball,	four point kneeling.	warm down	countdown, leading to a	
	do mey leel dillelelli.	walking throwing and	Coordination - making	of simple stretches which	warm down	
	Ideally some of the skills	catching, ankle kicks, high	shapes, side stepping,	are repeatable every	of simple stretches which	
	that will be used later in	knees, shuttle runs,	walking holding a ball,	week.	are repeatable every	
	the session can be	windmill arms, skipping	walking holding a ball, walking throwing and		week.	
			o o	Intro to the safety of the	week.	
	practiced in the warm up.	with a rope, throwing	catching, ankle kicks, high	putting away equipment		
	Examples of these are:	items and swinging items.	knees, shuttle runs,	safely		



	Agility - changing	windmill arms, skipping	Intro to the safety of the	
Dodge-ball	direction, running through	with a rope, throwing	putting away equipment	
Copying simple physical	ladders, throwing to a	items and swinging items.	safely	
skills like running, jumping,	target, hop scotch, two	Agility - changing	, ,	
waving etc.,	foot jumping over hurdles,	direction, running through		
through Follow the Leader.	bunny hops, obstacle	ladders, throwing to a		
Running to 'stations' which	courses.	target, hop scotch, two		
might be colours, mats,		foot jumping over hurdles,		
bases.	To participate	bunny hops, obstacle		
	in and enjoy different	courses.		
Tig or tag games –	forms of movement,			
Duck, Duck, Goose' or Tail		Blue 1 & 4 follow yr. 4		
	Se PE planner for lesson	Blue 3 either yr. 4/5		
Stretches (possibly led by	plans			
the learners once they				
know some) can	SD dance YR 4	Gymnastics		
then lead into the next		Use this Unit of Work to;		
part of the lesson, as well	Use of Just dance to show	Develop flexibility,		
as calming and	children actions	strength, technique,		
preparing the learners for		control and balance.		
the change of activity	Example:	Compare their		
,	Waka Waka Dance –	performances with		
	Shakira	previous ones and		
		demonstrate improvement		
Tig/Tag	Introduction	to achieve their personal		
Simple drills-dribbling, ball	Unison	best.		
bouncing, relay races	Instrumental			
- in and out of cones	Chorus			
- jumping over different	Create your own dance	YR 4 – PE planning		
height hurdles	Ending of the dance	Gymnastics		
- jumping different				
distances		Introduction		
- climbing over bean bags	Warm down/finish	key shapes		
and/or soft play blocks	Prepare the learners for	travelling		
- throwing	the session coming to end	creating sequences		
- throwing to a target	with a cue such as a	partner work		
 throwing and catching 	verbal and signed	final lesson		
- running races	warning, a short			
 running through ladders 	countdown, leading to a	1.Perform a range of		
laid on the ground so that	warm down	actions skills and agility		
you don't	of simple stretches which	with consistency, fluency		
	are repeatable every	and clarity of movement		
Different throwing	week.			
techniques – underarm,		2. Experiment with a wide		
overarm, lobbing		range of actions varying		
Transferring from walking		and combining spatial		
to running with changes of		patterns, speed, tension		
pace (slow fast) at		and continuity when		
the sound of a whistle		working with a partner		
		and in a group		
1	i	1		I



Different running lechniques such as gliding with hardly any leg lift to high kness raise Putting the foot on a ball and standing still Dribbling a ball using feet kicking to a target Different kicking lechniques such as using the instep or side footing Holding onto and letting go of balls as similar (such as a small been bag) at the fight time intro to a more formal game Football Prepare the learners for the session coming to end 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, why do they feel different.			<u> </u>	
with hardly any leg lift to high knees raise Putting the foot on a ball and stranding still Diribbling a ball using feet Kicking to a target Different kicking to a target Different kicking to a target acombination of actions which include changes of levels, speed, techniques such as using the instep or side footing Holding onto and letting go of balls or similar (such as a small been bag) at the right time intro to a more formal game Football Prepare the learners for the session coming to end Follow up on the discussion about our bodies and how they change discuss how we now feel, who feels different, how do they feel different,				
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Kicking to a target Different kicking techniques such as using the instep or side footing Holding ont and letting go of balls or similar (such as a small bean bag) at the right time into to a more formal game Football Prepare the learners for the session coming to end Follow up on the discussion about our bodies and how they change during and fifer exercise, discuss how we now feel, who feels different, how do they feel different,			4. Create , perform and	
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Holding onto and letting go of balls or similar (such as a small bean bag) at the right time intro to a more formal game Football Prepare the learners for the session coming to end 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, as a small strength of the session in the session and letting strength as a strength, control, technique and balance. 6. Find different ways of using a shape, travel, bolance and link them to make actions and sequences of movement. 7. Develop flexibility 5. Develop flexibility 6. Find different ways of using a shape, travel, bolance 6. Find different ways of using a shape, travel, bolance and link them to make actions and sequences of movement.	te	echniques such as using	direction and clarity of	
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balance and link them to make actions and sequences of movement. 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,	i i	intro to a more formal	6. Find different ways of	
Prepare the learners for the session coming to end 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,	g	game Football		
the session coming to end 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,				
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,	P	Prepare the learners for	make actions and	
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,	th	he session coming to end	sequences of movement.	
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,				
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discuss how we now feel, who feels different, how do they feel different,				
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Informal: Cherry Garden Physical Education

Equals Schemes

Topic B: Autumn Witches and Wizards Winter Festival of Light, The Circus is Coming, How does your Garden Grow, A Pirate life for me, Food Glorious Food

Formal curriculum (linked to branches 8+)

By the end of this curriculum pathway, pupils will be able to...

Gross Motor:

Pupils will be able to send and receive balls in different ways, appropriate to the apparatus they are using.

Key Strategies and types of resources:

- Weekly PD session; ball skills to include visuals for simple turn taking games.
- Equipment available to practice balance and gymnastic activities e.g. balance bean, wobble boards, high horse.



Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.

Pupils will use a range of gross motor skills and apply them to different contexts.

Pupils will understand the rules of and take part in simple team games

- Trampoline; Rebound therapy apply different movements to different contexts.
- Playgrounds; swing, climbing equipment, bikes and ball skills.
- Team games sessions; Boccia, Curling etc. Visuals to explain rules, keeping scores.
- Soft Play; climbing, chase games, hide and seek.
- Discrete small group sessions; simple games with rules, bike races.

Community/Specialist Provision:

- Competitions-Boccia, Curling, Bowling etc
- Sports Day
 - Adapted bikes.
- Residential adventurous activity Pioneer Centre

Fine Motor:

Pupils can use fine motor skills to complete all aspects of dressing and undressing independently.

Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)

Pupils can handle a range of tools with increasing independence

Key Strategies and types of resources:

- Backwards chaining for dressing and undressing
- Visual schedules to support sequencing in self-help tasks
- Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools
- Mark making areas indoor and outdoor; range of mark making tools available.
- Write-dance
- Opportunities to include mark-making/writing, use of a range of tools in the role-play area.
- Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping.
- Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items.
- Range of fine motor activities available through the day; Shape sorting games, large stringing beads, big pegs with peg boards, simple puzzles, stacking rings, large interlocking blocks, crayons.
- ICT; use of one click and standard mouse



- Construction; more complex connecting construction such as Lego or Stickle bricks.
- Small world activities available with a range of different sized and shape resources.

Community/Specialist Provision:

- Conkers visits large assault course
 - Pooley Park
- Forest Schools.

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



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

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Red 2 Physical Development: Moving and handling Health and self-care Follow the Developmental matters for each age band for physical activity.	Knowing Me 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 2.Move programme 3.Physiotherapy 4.Occupational Therapy 5.Massage 6.Playdough 7.Threading 8.Duplo 9.Jigsaws 10. Rebound	5,4,3,2,1 Blast Off! 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 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	Pets 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 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	Over the Rainbow 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 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	Octopus Garden 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 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	Ugly Bug Ball 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 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
Red 1 & Red 3 (Years 1 & 2)	Team Games Multi skills Tag, Fundamental movement skills linked to basic actions Walking, running, skipping, hopping, balancing, ball skills, catching	Dance/ movement Basic movement skills, agility, balance and coordination Develop simple movement patterns [dance]	Agility/balance and coordination Basic movement skills, agility, balance and coordination Travelling, balancing, running and jumping, over, under, on, going around.	[Multi skills] [Boccia, skittles, net activities] Co-operate in physical activities in a range of challenging situations Develop agility, coordination, Throwing, catching, rolling,	Striking Continue to develop fundamental movement skills, coordination and reaction skills Hand eye coordination, balance,	Sports day activities [adapted team activities) Sack races, balancing egg spoon races, Running, jumping, throwing, multi skills]



		Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Hand-eye coordination, balance		
Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)	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 Getting equipment out safely Effects of exercise on the body	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 Dance activity for school Christmas show	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	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Introduction to new activities Seated volleyball, tennis, badminton, Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Learn to engage in communication, collaboration and competition with each other Understand improvement, recognise skills learned. Measure and record Holding a bat, making contact with a ball Running, hitting, throwing Getting equipment out safely Effects of exercise on the body Warming up and cooling down	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Introduction to new equipment Running , jumping, throwing, flexibility, strength, technique, control and balance Activities(adapted) Running Javelin, shot, high jump, standing long jump Measuring, recording Getting equipment out safely Effects of exercise on the body Warming up and cooling down Sports Day Working as a team Enjoyment fun



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



YEAR B- 2017-2018, 2019-2020, 2021-2022

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



	catching	Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Throwing, catching, rolling, Hand-eye coordination, balance		
Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)	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 Getting equipment out safely Effects of exercise on the body	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 Dance activity for school Christmas show	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	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Introduction to new activities Seated volleyball, tennis, badminton, Use of large and small equipment Getting equipment out safely Effects of exercise on the body Warming up and cooling down	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Learn to engage in communication, collaboration and competition with each other Understand improvement, recognise skills learned. Measure and record Holding a bat, making contact with a ball Running, hitting, throwing Getting equipment out safely Effects of exercise on the body Warming up and cooling down	Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions Introduction to new equipment Running , jumping, throwing, flexibility, strength, technique, control and balance Activities(adapted) Running Javelin, shot, high jump, standing long jump Measuring, recording Getting equipment out safely Effects of exercise on the body Warming up and cooling down Sports Day Working as a team Enjoyment fun



	Swimming	Swimming	Swimming	Introduction to new	Learn to engage in	Introduction to new
	Safety in and around	Safety in and around	Safety in and around	activities	communication,	equipment
	the pool	the pool	the pool		collaboration and	
	Personal hygiene	Personal hygiene	Personal hygiene	Seated volleyball,	competition with each	Use of correct
	Dressing skills	Dressing skills	Dressing skills	tennis, badminton,	other	terminology
Blue 1	Strokes	Strokes	Strokes	Han afterna a suad assault	the density of	Distriction of the second of
bive i	Floating	Floating	Floating	Use of large and small	Understand	Running, jumping,
&	Following instructions	Following instructions	Following instructions	equipment	improvement,	throwing, flexibility,
Blue 3		warming up and	Develop broader	Getting equipment out safely	recognise skills learned.	strength, technique, control and balance
	Invasion Games	cooling down	range of skills in	Effects of exercise on	Measure and record	Corniol and balance
&	invasion cames	effects of exercise	gymnastics	the body	Holding a bat, making	Activities(adapted)
Blue 4	[football, tag-rugby,	how do I feel	Linking skills,	Warming up and	contact with a ball	Sprinting, long
	netball, hockey]	Movement	movements, agility	cooling down	Running, hitting,	distance, styles of
	Ball handling and	Balancing a ball	balance and	G	throwing	running
(Years 5 & 6)	coordination	Balancing	coordination.		_	Javelin, shot, high
	Eye-Hand	Using my body to	Use of large and small		Getting equipment out	jump, standing long
	Running, jumping,	make shapes	equipment		safely	jump
	throwing, catching	Gymnastic actions	Getting equipment out		Effects of exercise on	
	(isolation,		safely and		the body	Measuring, recording
	combination)	Adding equipment to	independently		Warming up and	
	Competitive games,	move with, Ribbons,	Effects of exercise on		cooling down	Getting equipment out
	applying rules, tactics	balls, hoops and music	the body			safely
	of a game	Dance activity for	Warming up and cooling down			Effects of exercise on
		school Christmas show	Cooling down			the body
		Warming up and				ine body
		cooling down.				Warming up and
		0 11				cooling down
						Sports Day
						Working as a team
						Enjoyment
						Fun