



P.E.

Curriculum: Year A



## Two Rivers P.E. Curriculum

### YFYS -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

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Red 2 Equals</b></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"> <li>1. Straight up and down</li> <li>2. Swinging movement and indirect lines</li> <li>3. Circular movt's</li> <li>4. Angular Movt's</li> <li>5. Looped Movt's</li> <li>6. Grabbing movt's</li> </ol>	<p><b>Observation and assessment</b> of children moving. Establishing systems and procedures</p> <p><b>Moving and Handling : YFYS</b> <b>Throw Catch Kick</b></p> <ol style="list-style-type: none"> <li>1. Running, jumping and galloping (gross motor)</li> <li>2. Kicking large balls</li> <li>3. Rolling, throwing and aiming</li> <li>4. Jumping off the floor on 2 feet, one foot(hop) jumping from one to the other (leap)</li> </ol>	<p><b>Moving and Handling : YFYS</b> <b>Creative Dance</b></p> <ol style="list-style-type: none"> <li>1. Action Rhymes</li> <li>2. Action Rhythms</li> <li>3. Spatial awareness</li> <li>4. Musicality</li> <li>5. Hand eye coordination</li> </ol> <p><b>Unit 2 YFYS</b> <b>Throw Catch Kick</b></p> <ol style="list-style-type: none"> <li>1. Rolling balls and other objects</li> </ol>	<p><b>Moving and Handling : YFYS</b> <b>Over under&amp; through</b></p> <ol style="list-style-type: none"> <li>1. travelling on different parts of the body</li> </ol> <p><b>YFYS</b> <b>Throw catch kick</b></p> <ol style="list-style-type: none"> <li>1. Aiming skills using a variety of balls and other objects</li> </ol>	<p><b>Moving and Handling: YFYS</b> <b>Creative Dance</b></p> <ol style="list-style-type: none"> <li>1. Dance a story</li> </ol> <p><b>Moving and Handling: YFYS</b> <b>Throw Catch Kick</b></p> <ol style="list-style-type: none"> <li>1. Throwing and catching skills</li> </ol>	<p><b>Unit 3 YFYS</b> <b>Over under and through</b></p> <ol style="list-style-type: none"> <li>1. Balancing</li> </ol> <p><b>Moving and Handling : YFYS</b> <b>Throw Catch Kick</b></p> <ol style="list-style-type: none"> <li>1. Kicking and dribbling skills</li> </ol>	<p>Unit 4 YFYS Creative Dance</p> <ol style="list-style-type: none"> <li>1. Dance to known songs</li> </ol> <p><b>Moving and Handling: YFYS</b> <b>Throw Catch Kick</b></p> <ol style="list-style-type: none"> <li>1. Striking skills</li> <li>2. Practice for sports day</li> </ol>



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7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes	5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment)					
<b>Red 1 &amp; Red 3</b>  <b>(Years 1 &amp; 2)</b>	<u>Autumn Explorers</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / me and myself</b>  Use this Unit of Work to explore the body and how it works.  <b>getting changed</b> my body parts of the body senses on the move how my body changes  To actively participate in a range of playground, classroom and <b>indoor hall games.</b>  Musical Chairs • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions • What's the Time Mr Wolf? • Skittles	<u>Winter Warmers</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / movement development</b>  Use this Unit of Work to discover and develop a range of body movements.  <b>Balancing</b> - 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.  <b>Coordination</b> - 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.	<u>To Infinity and Beyond</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Year 1 / Gymnastics</b>  Use this Unit of Work to develop gross motor skills using equipment.  Travelling Rolling Jumping  Using apparatus – small and large  <b>To finish</b> 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.	<u>Knight Fever</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / Ball skills</b>  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  <b>1.</b> To move around with a ball <b>2.</b> To move with a ball <b>3.</b> To explore different body parts with a ball <b>4.</b> Explore how a ball moves <b>5.</b> follow instructions to play a game - Boccia	<u>Pirates</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / fun and games/indoor and outdoor</b>  Use this Unit of Work to engage children in a variety of PE activities.  <b>1.</b> awareness of others <b>2.</b> movement games <b>3.</b> sense games <b>4.</b> ball games <b>5.</b> parachute games <b>6.</b> 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  Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes	<u>The Land of Rhyme</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / throwing and catching</b>  <b>Sports day/ multi-skills activities</b>  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



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	<ul style="list-style-type: none"> <li>• Skipping with a big rope e.g. 2 people holding with one person jumping.</li> <li>• Hop-Scotch</li> <li>• Ring-a-Ring-a-Roses</li> <li>• Grand Old Duke of York</li> <li>• Duck, Duck, Goose</li> <li>• Hokey-Cokey</li> </ul> <p>Bean-bag-toss game – into different sized holes for different scores</p> <ul style="list-style-type: none"> <li>• Tag (or tig)</li> </ul>	<ul style="list-style-type: none"> <li>• how to move</li> <li>• how to move safely</li> <li>• exploring movements</li> <li>• moving in different ways</li> <li>• moving in different directions</li> <li>• moving at different speeds</li> <li>• moving to music</li> </ul> <p><b>To finish</b> 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>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>	
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### 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.



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	<b>Community/Specialist Provision:</b> <ul style="list-style-type: none"><li>• Competitions- Boccia, Curling, Bowling etc</li><li>• Sports Day</li><li>• Local parks and playgrounds – Conkers<ul style="list-style-type: none"><li>• Horse-riding</li></ul></li></ul>
<b>Fine Motor:</b> <p>Pupils will be able to use fine motor skills as part of construction activities.</p> <p>Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing.</p> <p>Pupils will be able to use simple tools such as scissors and mark making tools with increasing control</p>	<b>Key Strategies and types of resources:</b> <ul style="list-style-type: none"><li>• Backwards chaining- for dressing and undressing skills.</li><li>• Visual schedules to support the ordering of actions in self-help routines.</li><li>• Specialist cutlery for eating skills.</li><li>• Exploring playdough and similar materials to develop grasps and strength.</li><li>• Construction area in classroom with large- and small-scale construction available.</li><li>• Write-dance sessions; develop fine motor grasps with mark making tools.</li><li>• Snack and Dinner; opportunities to use grasps to select foods for self-service</li><li>• Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.</li><li>• 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.</li><li>• Role play areas with simple tools</li><li>• 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.</li><li>• ICT; writing apps for iPad and whiteboard</li><li>• Turning on taps, using soap and towel dispenser</li></ul> <b>Community/Specialist Provision:</b> <ul style="list-style-type: none"><li>• Nature Reserve; mark making with sticks, mud, water etc.</li></ul>



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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b></p> <p><b>(Years 3 &amp; 4)</b></p> <p><b>To prepare for the activity as a regular routine.</b></p> <p><b>Warming up Become familiar, comfortable and ready to engage in the main body of the session.</b></p>	<p><u>Journeys</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p><b>Communicating</b> what is about to happen next: visual, pictures, symbols</p> <p><b>Having an expectation</b> 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 <b>games</b> activities Indoor <b>Intro to competitiveness/ invasion type</b></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"> <li>• Musical chairs/bumps/statues</li> <li>• <b>Dodge-ball</b></li> <li>• Copying simple physical skills like running, jumping, waving etc., through Follow the Leader.</li> <li>• Parachute cat and mouse.</li> </ul>	<p><u>Frozen Planet</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p><b>Having an expectation</b> 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- <b>based dance and movement activities</b></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><b>Unit of Work to introduce simple movement patterns</b></p>	<p><u>Amazing Animals</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p><b>Having an expectation</b> 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 <b>Gymnastics</b></p> <p>Observing the putting out of Equipment</p> <p>To participate in and enjoy different forms of movement, <b>balance and coordination based physical activity.</b></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>Out of this world</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p><b>Seated volleyball, badminton.</b></p> <p><u>Yellow 3:yr 1</u></p> <p>badminton Use this Unit of Work to;</p> <p><u>To follow the YR 1 badminton</u></p> <p>Adjust according to lower level, basic familiarisation with new equipment, shuttle movement, holding a racket, coordination,</p> <p><u>Yellow 1</u> <u>badminton</u> <u>Use this Unit of Work to:</u></p> <p>Master basic movements including running, jumping, 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 3. coordination and movement 4. shuttle and racket familiarisation</p>	<p><u>Terrific Time Travellers</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login Details</u></p> <p><b>Striking/fielding</b></p> <p><b>Yellow 3 Foundation - throwing and catching</b></p> <p><b>Use this Unit of Work to</b> 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><b>Yellow 1 Cricket/ YR1</b></p> <p><b>Use this Unit of Work to; Master basic movements including</b></p> <p>running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, <b>developing simple tactics</b></p> <p>1.introduction 2. ball skills</p>	<p><u>Colour, Shimmer &amp; Shine</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p><b>throwing/running, jumping, Athletic activities</b></p> <p><b>YR 1/2</b></p> <p><b>Use this Unit of Work to; Master :</b> 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><b>Yellow 3 – adapt to basic skills of running, jumping, skipping, rolling, throwing, Target throws.</b></p> <p>Warm down/finish</p>



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<p><b>To finish the activity/session.</b></p>	<p>Running to 'stations' which might be colours, mats, bases.</p> <p><b>To participate in and enjoy different forms of skill based physical activity.</b></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 - <b>throwing to a target</b> - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p> <p><b>Teamwork &amp; games,</b> (See PE planning)</p> <p><b>Warm down/finish</b> 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><b>and engage children in storytelling</b></p> <p><b>Foundation Dance- PE planning</b></p> <ul style="list-style-type: none"> <li>• Intro to dance</li> <li>• acting in character</li> <li>• in time with the music</li> <li>• group work</li> <li>• intro to mirroring</li> <li>• emotions and expressions</li> </ul> <p><b>Warm down/finish</b> 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 <b>Gymnastics – yellow 3 - YR1</b> <b>Yellow 1 – 1</b></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><b>Warm down/finish</b> 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>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>4. fielding - rolling, get in line 5. batting 6. final lesson</p> <p><b>Warm down/finish</b> <b>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.</b></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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			of simple stretches which are repeatable every week. <b>Intro to the safety of the putting away equipment safely</b>			
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Blue 2	
<b>Informal:</b> Cherry Garden Physical Education Equals <b>Topic A:</b> Journeys, Winter Festival of Light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're All Going on a Summer Holiday.	
<b>Formal curriculum (linked to branches 8+)</b> By the end of this curriculum pathway, pupils will be able to... <b>Gross Motor:</b> 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	<b>Key Strategies and types of resources:</b> <ul style="list-style-type: none"> <li>• Weekly PD session; ball skills to include visuals for simple turn taking games.</li> <li>• Equipment available to practice balance and gymnastic activities e.g. balance bean, wobble boards, high horse.</li> <li>• Trampoline; Rebound therapy - apply different movements to different contexts.</li> <li>• Playgrounds; swing, climbing equipment, bikes and ball skills.</li> <li>• Team games sessions; Boccia, Curling etc. Visuals to explain rules, keeping scores.</li> <li>• Soft Play; climbing, chase games, hide and seek.</li> <li>• Discrete small group sessions; simple games with rules, bike races.</li> </ul> <b>Community/Specialist Provision:</b> <ul style="list-style-type: none"> <li>• Competitions- Boccia, Curling, Bowling etc</li> <li>• Sports Day               <ul style="list-style-type: none"> <li>• Adapted bikes.</li> </ul> </li> <li>• Residential – adventurous activity – Pioneer Centre</li> </ul>
<b>Fine Motor:</b>	<b>Key Strategies and types of resources:</b> <ul style="list-style-type: none"> <li>• Backwards chaining for dressing and undressing</li> </ul>





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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.



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<p><b>Blue 1 &amp; Blue 3 &amp; Blue 4</b></p> <p><b>(Years 5 &amp; 6)</b></p> <p><b>Warming up</b> Become familiar, comfortable and ready to engage in the main body of the session.</p>	<p><u>Egyptians</u></p> <p>To use PE planning as a lesson planning guide <a href="#">Follow teacher login details</a></p> <p><b>To prepare for the activity as a regular routine.</b> 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 <b>notice our bodies and how they change during exercise,</b> 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><b>Dodge-ball/football</b></p>	<p><u>Lights, Camera, Action!</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>To prepare for the activity as a regular routine.</b> 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><b>Balancing</b> - standing on one leg, 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 legs, kneeling, high kneeling, four point kneeling. <b>Coordination</b> - making shapes, side stepping, walking walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items. <b>Agility</b> - changing direction, running through ladders, throwing to a</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><b>Gymnastics</b></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. <b>Coordination</b> - 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. <b>Agility</b> - changing direction, running through ladders, throwing to a</p>	<p><u>Righteous Royals</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>tennis,Net/wall</b></p> <p><b>PE planning YR 3</b></p> <p><b>Use this Unit of Work to;</b></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> <p>1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 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. Intro to the safety of the putting away equipment safely</p>	<p><u>Amazing Americas</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Striking/fielding Cricket/Rounders</b></p> <p>PE planning – YR 3 <b>Use this Unit of Work to;</b></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> <p>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> <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><u>Groovy Greeks</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Athletics</b></p> <p><b>throwing/running, jumping, Athletic activities</b></p> <p><b>YR 4/5</b></p> <p><b>Athletics</b> <b>Use this Unit of Work to;</b> 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> <p>1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson</p>
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## Two Rivers P.E. Curriculum

<p>To participate in and enjoy different forms of skill based physical activity.</p>	<ul style="list-style-type: none"> <li>• Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. Running to 'stations' which might be colours, mats, bases.</li> </ul> <p><b>Tig or tag games –</b> 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- <b>(Dodgeball)</b></p> <p>Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle</p>	<p>target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p><b>To participate in and enjoy different forms of movement,</b></p> <p><b>Se PE planner for lesson plans</b></p> <p><b>Dance YR 4</b></p> <p>Use of Just dance to show children actions</p> <p>Example: <b>Waka Waka Dance – Shakira</b></p> <p><b>Introduction</b> <b>Unison</b> <b>Instrumental</b> <b>Chorus</b> <b>Create your own dance</b> <b>Ending of the dance</b></p> <p><b>Warm down/finish</b> 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>target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p><b>Blue 1 follow yr. 4</b> <b>Blue 3 either yr. 3</b></p> <p><b>Gymnastics</b> <b>Use this Unit of Work to;</b> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>– PE planning Gymnastics</b></p> <p><b>Blue 1 – YR 4/5</b> <b>Blue 3 - YR 3</b></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 working with a partner and in a group</p> <p>3. Create Gymnastic sequences showing a</p>			
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## Two Rivers P.E. Curriculum

<p>Warming down</p>	<p>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 <b>(football)</b></p> <p><b>intro to a more formal game Football</b></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>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



## 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
<p><b>Red 2</b> <b>Equals</b> Taught across the year Mark making through movement (linked across all aspects of PE)</p> <p><b>Themes</b> 1.Straight up and down 2.Swinging movement and indirect lines 3.Circular movt's 4. Angular Movt's 5. Looped Movt's 6. Grabbing movt's 7. Consistent flowing line 8. Arched movement</p>	<p><b>Observation and assessment</b> of children moving. Establishing systems and procedures</p> <p><b>Moving and Handling : EYFS Throw Catch Kick</b></p> <p>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</p>	<p><b>Moving and Handling : EYFS Creative Dance</b></p> <p>1.Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination</p> <p><b>Unit 2 EYFS Throw Catch Kick</b></p>	<p><b>Moving and Handling : EYFS Over under&amp; through</b></p> <p>1.travelling on different parts of the body</p> <p><b>EYFS Throw catch kick</b></p> <p>1.Aiming skills using a variety of balls and other objects</p>	<p><b>Moving and Handling: EYFS Creative Dance</b></p> <p>1.Dance a story</p> <p><b>Moving and Handling: EYFS Throw Catch Kick</b></p> <p>1.Throwing and catching skills</p>	<p><b>Unit 3 EYFS Over under and through</b></p> <p>1.Balancing</p> <p><b>Moving and Handling : EYFS Throw Catch Kick</b></p> <p>1.Kicking and dribbling skills</p>	<p>Unit 4 EYFS Creative Dance</p> <p>1.Dance to known songs</p> <p><b>Moving and Handling: EYFS Throw Catch Kick</b></p> <p>1.Striking skills 2.Practice for sports day</p>



## Two Rivers P.E. Curriculum

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				
<b>Red 1 &amp; Red 3  (Years 1 &amp; 2)</b>	<u>Africa</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / me and myself</b>  Use this Unit of Work to explore the body and how it works.  <u>getting changed</u> my body parts of the body senses on the move how my body changes  To actively participate in a range of playground, classroom and <u>indoor hall games</u> .  Musical Chairs • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions	<u>Celebrations</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / movement development</b>  Use this Unit of Work to discover and develop a range of body movements.  <b>Balancing</b> - 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.  <b>Coordination</b> - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs,	<u>Once Upon a Time</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Year 1 / Gymnastics</b>  Use this Unit of Work to develop gross motor skills using equipment.  Travelling Rolling Jumping  Using apparatus – small and large  <b>To finish</b> 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.	<u>The Land Before Time</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / Ball skills</b>  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  <b>1.</b> To move around with a ball <b>2.</b> To move with a ball <b>3.</b> To explore different body parts with a ball <b>4.</b> Explore how a ball moves	<u>Starry Night</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / fun and games/indoor and outdoor</b>  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	<u>Under the Sea</u>  To use PE planning as a lesson planning guide Follow teacher login details  Communicating what is about to happen next: visual, pictures, symbols  <b>Foundation / throwing and catching</b>  <b>Sports day/ multi-skills activities</b>  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



## Two Rivers P.E. Curriculum

	<ul style="list-style-type: none"> <li>• What's the Time Mr Wolf?</li> <li>• Skittles</li> <li>• Skipping with a big rope e.g. 2 people holding with one person jumping.</li> <li>• Hop-Scotch</li> <li>• Ring-a-Ring-a-Roses</li> <li>• Grand Old Duke of York</li> <li>• Duck, Duck, Goose</li> <li>• Hokey-Cokey</li> </ul> <p>Bean-bag-toss game – into different sized holes for different scores</p> <ul style="list-style-type: none"> <li>• Tag (or tig)</li> </ul>	<p>windmill arms, skipping with a rope, throwing items and swinging items.</p> <ul style="list-style-type: none"> <li>• how to move</li> <li>• how to move safely</li> <li>• exploring movements</li> <li>• moving in different ways</li> <li>• moving in different directions</li> <li>• moving at different speeds</li> <li>• moving to music</li> </ul> <p><b>To finish</b> 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>5. follow instructions to play a game - Boccia</p>	<p>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 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>	
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### 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





## Two Rivers P.E. Curriculum

	<ul style="list-style-type: none"><li>• Body awareness and action songs.</li></ul> <b>Community/Specialist Provision:</b> <ul style="list-style-type: none"><li>• Competitions- Boccia, Curling, Bowling etc</li><li>• Sports Day</li><li>• Local parks and playgrounds – Conkers</li><li>Horse-riding</li></ul>
<b>Fine Motor:</b> <p>Pupils will be able to use fine motor skills as part of construction activities.</p> <p>Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing.</p> <p>Pupils will be able to use simple tools such as scissors and mark making tools with increasing control</p>	<b>Key Strategies and types of resources:</b> <ul style="list-style-type: none"><li>• Backwards chaining- for dressing and undressing skills.</li><li>• Visual schedules to support the ordering of actions in self-help routines.</li><li>• Specialist cutlery for eating skills.</li><li>• Exploring playdough and similar materials to develop grasps and strength.</li><li>• Construction area in classroom with large- and small-scale construction available.</li><li>• Write-dance sessions; develop fine motor grasps with mark making tools.</li><li>• Snack and Dinner; opportunities to use grasps to select foods for self-service</li><li>• Cooking; cutting softer foods with a knife, using appliances, turning switches, pressing buttons.</li><li>• 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.</li><li>• Role play areas with simple tools</li><li>• 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.</li><li>• ICT; writing apps for iPad and whiteboard</li><li>• Turning on taps, using soap and towel dispenser</li></ul> <b>Community/Specialist Provision:</b> <ul style="list-style-type: none"><li>• Nature Reserve; mark making with sticks, mud, water etc.</li></ul>



## Two Rivers P.E. Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b>  <b>(Years 3 &amp; 4)</b>	<u>Happy Healthy Me</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login details</a>  <b>Communicating</b> what is about to happen next: visual, pictures, symbols  <b>Having an expectation</b> that the learner will: follow changing routines <b>Getting changed</b> Using separate changing rooms/areas according to gender. Or separated areas within class room  Engaging in fun, play-based games and activities  Notice how our bodies feel different, changes  Ideally some of the skills that will be used later in the session can be practiced in the warm up.  Examples of these are • Musical chairs/bumps/statues • Dodge-ball • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. • Parachute cat and mouse.	<u>Victorian Wonderland</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login details</a>  Communicating what is about to happen next: visual, pictures, symbols  <b>Having an expectation</b> that the learner will: follow changing routines <b>Getting changed</b> Using separate changing rooms/areas according to gender. Or separated areas within class room  Engaging in fun, play-based dance and movement activities  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.  <b>Unit of Work to introduce simple movement patterns</b>	<u>Let it Grow</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login details</a>  Communicating what is about to happen next: visual, pictures, symbols  <b>Having an expectation</b> that the learner will: follow changing routines <b>Getting changed</b> Using separate changing rooms/areas according to gender. Or separated areas within class room  Engaging in movement, balance, coordination activities  Observing the putting out of Equipment  To participate in and enjoy different forms of movement, balance and coordination based physical activity.  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	<u>Chocoholics</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login details</a>  <b>Seated volleyball, badminton,</b>  <u>Yellow 3:yr 1</u>  badminton Use this Unit of Work to;  <u>To follow the YR 1 badminton</u>  Adjust according to lower level, basic familiarisation with new equipment, shuttle movement, holding a racket, coordination,  <u>Yellow 1 badminton</u> <u>Use this Unit of Work to:</u>  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.  1 shuttle familiarisation 2. racket familiarisation 3. coordination and movement	<u>The Great Outdoors</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login Details</a>  <b>Striking/fielding</b>  <b>Yellow 3 Foundation - throwing and catching</b>  <b>Use this Unit of Work to</b> introduce hand/eye coordination and ball control.  1.stopping and receiving 2. rolling and sending 3. catching the basics 4. throwing the basics 5. catching a ball 6. throwing and catching  <b>Yellow 1 Cricket/ YR1</b>  <b>Use this Unit of Work to; Master basic movements including</b>  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.  1.introduction 2. coordination and movement	<u>The Big Top</u>  <a href="#">To use PE planning as a lesson planning guide</a> <a href="#">Follow teacher login details</a>  <b>throwing/running, jumping, Athletic activities</b>  <b>YR 1/2</b>  <b>Use this Unit of Work to; Master :</b> 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.  PE planning Athletics– yellow 3 - YR1/2 Yellow 1 – 2/3  1.introduction 2. coordination and movement 3. running 4. jumping 5. throwing 6. throwing (overarm throw)  <b>Yellow 3</b> – adapt to basic skills of running, jumping, skipping, rolling, throwing, Target throws.  Warm down/finish



## Two Rivers P.E. Curriculum

	<p>Running to 'stations' which might be colours, mats, bases.</p> <p><b>To participate in and enjoy different forms of skill based physical activity.</b></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 &amp; games, (See PE planning)</p> <p><b>Warm down/finish</b> 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><b>and engage children in storytelling</b></p> <p><b>Foundation Dance- PE planning</b></p> <ul style="list-style-type: none"> <li>• Intro to dance</li> <li>• acting in character</li> <li>• in time with the music</li> <li>• group work</li> <li>• intro to mirroring</li> <li>• emotions and expressions</li> </ul> <p><b>Warm down/finish</b> 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>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 <b>Gymnastics – yellow 3 - YR1/2 Yellow 1 – 2/3</b></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><b>Warm down/finish</b> 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>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>3. ball skills 4. fielding - rolling, get in line 5. batting 6. final lesson</p> <p><b>Warm down/finish</b> <b>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.</b></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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## Two Rivers P.E. Curriculum

			Intro to the safety of the putting away equipment safely			
<p><b>Blue 1 &amp; Blue 3 &amp; Blue 4</b></p> <p><b>(Years 5 &amp; 6)</b></p>	<p><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><b>To prepare for the activity as a regular routine.</b> 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>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><u>World War 11</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Dance / movement</b></p> <p><b>To prepare for the activity as a regular routine.</b> 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><b>Balancing</b> - standing on one leg, hopping, walking along balance , skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling. <b>Coordination</b> - 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><u>Vikings and Anglo-Saxons</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Gymnastics</b></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. <b>Coordination</b> - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs,</p>	<p><u>Scientists and Inventors</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>tennis,</b></p> <p><b>PE planning YR 3</b></p> <p><b>Use this Unit of Work to;</b></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> <p>1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 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. Intro to the safety of the putting away equipment safely</p>	<p><u>Superhero</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Striking/fielding Cricket/rounders</b></p> <p>PE planning – YR 3 <b>Use this Unit of Work to;</b></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> <p>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> <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><u>What do you Sea?</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p><b>Athletics</b></p> <p><b>throwing/running, jumping, Athletic activities</b></p> <p><b>YR 4/5</b></p> <p><b>Athletics</b> <b>Use this Unit of Work to;</b> 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> <p>1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson</p>



## Two Rivers P.E. Curriculum

	<p>Dodge-ball</p> <ul style="list-style-type: none"> <li>• Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. Running to 'stations' which might be colours, mats, bases.</li> </ul> <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> <p>Simple drills-dribbling, ball bouncing, relay races</p> <ul style="list-style-type: none"> <li>- in and out of cones</li> <li>- jumping over different height hurdles</li> <li>- jumping different distances</li> <li>- climbing over bean bags and/or soft play blocks</li> <li>- throwing</li> <li>- throwing to a target</li> <li>- throwing and catching</li> <li>- running races</li> <li>- running through ladders laid on the ground so that you don't</li> </ul> <p>Different throwing techniques – underarm, overarm, lobbing</p> <p>Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle</p>	<p><b>Agility</b> - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p><b>To participate in and enjoy different forms of movement,</b></p> <p><b>Se PE planner for lesson plans</b></p> <p><b>SD dance YR 4</b></p> <p>Use of Just dance to show children actions</p> <p>Example: <b>Waka Waka Dance – Shakira</b></p> <p><b>Introduction</b> <b>Unison</b> <b>Instrumental</b> <b>Chorus</b> <b>Create your own dance</b> <b>Ending of the dance</b></p> <p><b>Warm down/finish</b></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>	<p>windmill arms, skipping with a rope, throwing items and swinging items.</p> <p><b>Agility</b> - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p><b>Blue 1 &amp; 4 follow yr. 4</b> <b>Blue 3 either yr. 4/5</b></p> <p><b>Gymnastics</b> <b>Use this Unit of Work to;</b></p> <p>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</p> <p>key shapes travelling creating sequences partner work final lesson</p> <p><b>1.</b> Perform a range of actions skills and agility with consistency, fluency and clarity of movement</p> <p><b>2.</b> 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</p>		<p>Intro to the safety of the putting away equipment safely</p>	
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## Two Rivers P.E. Curriculum

	<p>Different running techniques such as gliding with hardly any leg lift to high knees raise</p> <p>Putting the foot on a ball and standing still</p> <p>Dribbling a ball using feet</p> <p>Kicking to a target</p> <p>Different kicking techniques such as using the instep or side footing</p> <p>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>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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### Blue 2

#### **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.



## Two Rivers P.E. Curriculum

<p>Pupils will be able to ride a tricycle with confidence, and begin to learn to ride a bike.</p> <p>Pupils will use a range of gross motor skills and apply them to different contexts.</p> <p>Pupils will understand the rules of and take part in simple team games</p>	<ul style="list-style-type: none"><li>• Trampoline; Rebound therapy - apply different movements to different contexts.</li><li>• Playgrounds; swing, climbing equipment, bikes and ball skills.</li><li>• Team games sessions; Boccia, Curling etc. Visuals to explain rules, keeping scores.</li><li>• Soft Play; climbing, chase games, hide and seek.</li><li>• Discrete small group sessions; simple games with rules, bike races.</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Competitions- Boccia, Curling, Bowling etc</li><li>• Sports Day<ul style="list-style-type: none"><li>• Adapted bikes.</li></ul></li><li>• Residential – adventurous activity – Pioneer Centre</li></ul>
<p><b>Fine Motor:</b></p> <p>Pupils can use fine motor skills to complete all aspects of dressing and undressing independently.</p> <p>Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc)</p> <p>Pupils can handle a range of tools with increasing independence</p>	<p><b>Key Strategies and types of resources:</b></p> <ul style="list-style-type: none"><li>• Backwards chaining for dressing and undressing</li><li>• Visual schedules to support sequencing in self-help tasks</li><li>• Range of tools available through woodwork areas or design projects with staff modelling use of more complex tools</li><li>• Mark making areas indoor and outdoor; range of mark making tools available.</li><li>• Write-dance</li><li>• Opportunities to include mark-making/writing, use of a range of tools in the role-play area.</li><li>• Snack and Dinner; opportunities to prepare foods by cutting, self-service of foods by scooping.</li><li>• Cooking sessions; using knives to cut harder foods, using different tools (graters, ladles, tin openers etc) to prepare food items.</li><li>• 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.</li><li>• ICT; use of one click and standard mouse</li></ul>



## Two Rivers P.E. Curriculum

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|  | <ul style="list-style-type: none"><li>• Construction; more complex connecting construction such as Lego or Stickle bricks.</li><li>• Small world activities available with a range of different sized and shape resources.</li></ul> Community/Specialist Provision: <ul style="list-style-type: none"><li>• Conkers visits – large assault course<ul style="list-style-type: none"><li>• Pooley Park</li></ul></li><li>• Forest Schools.</li></ul> |
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### **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



## Two Rivers P.E. Curriculum

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

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
<p><b>Red 2</b></p> <p>Physical Development:</p> <ul style="list-style-type: none"> <li>Moving and handling</li> <li>Health and self-care</li> </ul> <p>Follow the Developmental matters for each age band for physical activity.</p>	<p><u>Knowing Me</u></p> <p><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><u>Moving and Handling/Health and self care</u></p> <p><b>Birth - 11 months</b>  <b>8-20 months</b>  <b>16-26 months</b>  <b>22-36 months</b>  <b>30-50 months</b>  <b>40-60+ months</b></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><b>Red 1 &amp; Red 3</b></p> <p><b>(Years 1 &amp; 2)</b></p>	<p><b>Team Games</b>  <b>Multi skills</b>  <b>Tag,</b></p> <p>Fundamental movement skills linked to basic actions</p> <p>Walking, running, skipping, hopping, balancing, ball skills, catching</p>	<p><b>Dance/ movement</b></p> <p>Basic movement skills, agility, balance and coordination</p> <p>Develop simple movement patterns [dance]</p>	<p><b>Agility/balance and coordination</b></p> <p>Basic movement skills, agility, balance and coordination</p> <p>Travelling, balancing, running and jumping, over, under, on, going around.</p>	<p><b>[Multi skills]</b></p> <p><b>[Boccia, skittles, net activities]</b></p> <p>Co-operate in physical activities in a range of challenging situations</p> <p>Develop agility, coordination, Throwing, catching, rolling,</p>	<p><b>Striking</b></p> <p>Continue to develop fundamental movement skills, coordination and reaction skills</p> <p>Hand eye coordination, balance,</p>	<p><b>Sports day activities</b></p> <p>[adapted team activities]</p> <p>Sack races, balancing egg spoon races,</p> <p>Running, jumping, throwing, multi skills]</p>



## Two Rivers P.E. Curriculum

		Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Hand-eye coordination, balance		
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4  (Years 3 &amp; 4)</b>	<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><b><u>Activities(adapted)</u></b> 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><b><u>Sports Day</u></b> Working as a team Enjoyment fun</p>



## Two Rivers P.E. Curriculum

<p><b>Blue 1 &amp; Blue 3 &amp; Blue 4</b></p> <p><b>(Years 5 &amp; 6)</b></p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p>	<p>Swimming Safety in and around the pool Personal hygiene Dressing skills Strokes Floating Following instructions</p>	<p>Introduction to new activities</p>	<p>Learn to engage in communication, collaboration and competition with each other</p>	<p>Introduction to new equipment</p>
	<p>Invasion Games  [football, tag-rugby, netball, hockey]</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>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>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>Understand improvement, recognise skills learned.</p> <p>Measure and record Holding a bat, making contact with a ball Running, hitting, throwing</p>	<p>Use of correct terminology</p>
	<p>Ball handling and coordination Eye-Hand Running, jumping, throwing, catching (isolation, combination) Competitive games, applying rules, tactics of a game</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>Getting equipment out safely Effects of exercise on the body Warming up and cooling down</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>



## Two Rivers P.E. Curriculum

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

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



## Two Rivers P.E. Curriculum

	catching	Experiencing Travelling, balancing, stepping, twisting, turning, (Adding) Ribbons, Balls, Hoops Addition music		Throwing, catching, rolling, Hand-eye coordination, balance		
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4  (Years 3 &amp; 4)</b>	<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><b><u>Activities(adapted)</u></b> 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><b><u>Sports Day</u></b> Working as a team Enjoyment fun</p>



## Two Rivers P.E. Curriculum

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