



## PE

### Scheme of Work

At The Orchard we want the children to master skills and gain a deep understanding of their knowledge across the curriculum. We want the children to be motivated to learn and enjoy their learning. We will provide opportunities for talk, collaboration, practical investigation and first-hand experiences to ensure learning is motivating, purposeful and secure.

#### Aims for Early Years

##### Physical Development

###### *Gross motor:*

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

###### *Fine motor:*

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

#### Aims for end of Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Children should also be guided continuously to:

- use appropriate vocabulary to describe what they and others are doing and be able to watch and copy the actions of others.
- recognise how their bodies feel when they are active and understand that exercise improves health, makes them feel good and helps the body work well.
- understand and play to the rules of the game

EYFS	Autumn	Spring	Summer
	<p><b><u>PE focus - Gym (Val Sabin Unit A)</u></b> <b><i>Travelling</i></b></p> <ul style="list-style-type: none"> <li>- travel with control in a variety of ways</li> <li>- find and use space safely</li> <li>- know how to use apparatus safely</li> </ul> <p><b><u>PE focus - Gym (Val Sabin Unit B)</u></b> <b><i>Stretching and curling</i></b></p> <ul style="list-style-type: none"> <li>- travel and balance with control when holding stretched or curled shapes</li> <li>- to stop and start on a given signal and share space safely</li> <li>- to link two movements together</li> </ul> <p><b><i>Early Years Curriculum Coverage (Early Learning Goals):</i></b></p> <ul style="list-style-type: none"> <li>- negotiates space and obstacles safely, with consideration for themselves and others</li> <li>- demonstrating strength, balance and co-ordination when playing</li> <li>- move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p><b><u>PE focus - Dance (Val Sabin Unit 1+2)</u></b></p> <ul style="list-style-type: none"> <li>- be aware of the space around them and move safely about the room</li> <li>- make simple shapes with their bodies</li> <li>- travel on feet in a variety of ways</li> <li>- recognise repeated sounds and sound patterns and match movements to the music</li> </ul> <p><b><i>Early Years Curriculum Coverage (Early Learning Goals):</i></b></p> <ul style="list-style-type: none"> <li>- negotiates space and obstacles safely, with consideration for themselves and others</li> <li>- demonstrating strength, balance and co-ordination when playing</li> <li>- move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p><b><u>PE focus - Games (Val Sabin Unit 1) Using bean bags</u></b></p> <ul style="list-style-type: none"> <li>- to use a range of small games equipment safely and with increasing control</li> <li>- use space safely</li> <li>- work sensibly and co-operatively with other children</li> </ul> <p><b><u>PE focus - Sports Day Games</u></b></p> <p>Children to practise specific sports day-based activities in preparation for whole school Sports Day. Activities include:</p> <ul style="list-style-type: none"> <li>- Over and Under</li> <li>- Assault Course</li> <li>- Slalom Hat Race</li> <li>- Beanbag Aim</li> <li>- Foam Javelin Throwing</li> <li>- Bean bag race</li> <li>- Egg and Spoon</li> </ul> <p><b><i>Early Years Curriculum Coverage (Early Learning Goals):</i></b></p> <ul style="list-style-type: none"> <li>- negotiates space and obstacles safely, with consideration for themselves and others</li> <li>- demonstrating strength, balance and co-ordination when playing</li> <li>- move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>

Yr 1	Autumn	Spring	Summer
	<p><b><u>PE focus - Games (Val Sabin Unit 1) Ball skills and games (Outdoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- passing a ball around different parts of the body</li> <li>- bouncing a ball with control</li> <li>- how to send, receive, kick and dribble a ball</li> <li>- sending a ball in various ways to play individual target games or games with a partner</li> </ul> <p><b><u>PE focus - Games (Val Sabin Unit 2) Throwing and catching (Aiming games) (Outdoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- throwing and catching using a variety of apparatus</li> <li>- sending a ball, beanbag or quoit one handed, using an underarm throw, roll or kick</li> <li>- aiming consistently between, into, at or over a variety of targets using a range of small equipment</li> </ul> <p><b><u>PE focus - Dance (Move like a toy) (Indoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- developing balance, agility and coordination.</li> <li>- performing dances using simple movement patterns through a puppet/toy dance.</li> <li>- performing movements in order</li> </ul>	<p><b><u>PE focus - Games (Val Sabin Unit 3) Bat and ball skills and games (Outdoor)</u></b></p> <p><b><u>PE focus - Games (Val Sabin Unit 4) Developing partner work (Outdoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- steer a ball along the ground with a bat in a controlled way using different directions</li> <li>- balance a ball on a bat when standing still or walking</li> <li>- hit a ball with a bat, upwards and downwards with some control</li> <li>- send a ball along the ground and through the air for a partner to catch or receive</li> <li>- use steering, hitting along the ground and hitting through the air to play individual and co-operative target games</li> </ul> <p><b><u>PE focus - Dance (African animals) (Indoor)</u></b></p> <p><b>National Curriculum Coverage</b> To perform dances using simple movement patterns.</p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- establish sequences of actions and skills which have a clear beginning, middle and end</li> <li>- copy simple movement patterns</li> <li>- learn simple sequences</li> <li>- perform movements in order</li> <li>- choose simple actions to match sounds and music</li> </ul>	<p><b><u>PE focus - Sports Day Games (Outdoor)</u></b></p> <p>Children to practise specific sports day-based activities in preparation for whole school Sports Day. Activities include: these will use and consolidate skills previously learned</p> <ul style="list-style-type: none"> <li>- Over and Under</li> <li>- Assault Course</li> <li>- Slalom Hat Race</li> <li>- Beanbag Aim</li> <li>- Foam Javelin Throwing</li> <li>- Bean bag race</li> <li>- Egg and Spoon</li> </ul> <p><b><u>PE focus - Gym (Val Sabin Unit F) Rocking and Rolling (Indoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- to spin, rock, turn and roll with control, on various parts of the body</li> <li>- to plan and link a series of movements together</li> <li>- to work safely with an awareness of others</li> <li>- to adapt, work from the floor safely onto apparatus</li> </ul> <p><b><u>PE focus - Yoga (Indoor)</u></b></p> <p><b>By the end of this unit children should have competence in:</b> Can perform the yoga poses, trying to keep their tummy strong (core strength)</p>

<p>- working together successfully with others to perform a modelled group sequence.</p> <p><b>PE focus - Gym (Val Sabin Unit D) Flight, bouncing, jumping, landing (Indoor)</b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- to bounce, hop, spring and jump using a variety of take offs and landings</li> <li>- to observe, recognise and copy different body shapes</li> <li>- to link together two or more actions with control and be able to repeat them</li> <li>- to describe what they see using appropriate vocabulary</li> </ul>	<p><b>PE focus - Gym (Val Sabin Unit E) Points and Patches (Indoor)</b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- demonstrate different ways of travelling on small and large parts of the body</li> <li>- know which small parts of the body can safely take weight</li> <li>- balance upon large body parts and know how to vary the shape of the balances</li> <li>- select two balances and link them together showing control and change of speed</li> <li>- make a simple balanced shape for a partner to step over or travel underneath</li> </ul>	<p>Can lie down, close their eyes and begin to focus on their breathing when relaxing</p> <p>Can challenge themselves to try some of the harder yoga poses</p> <p>Can perform the yoga poses and perform them with control</p> <p>Can relax and perform the yoga poses</p> <p>Can work with a partner and use most of the poses to make up a story</p> <p>Be aware of their breathing and being able to breathe and pause, demonstrating some control</p> <p>Beginning to move safely when transitioning poses</p> <p><i>Refer to the Yoga Schemes of work</i></p>	
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Year 2	Autumn	Spring	Summer
	<p><b>PE focus - Games (Val Sabin Unit 1) Throwing and catching (Inventing games) (Outdoor)</b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- to throw, catch and bounce in different ways when standing still or on the move</li> <li>- to choose and apply skills to make up games</li> <li>- to develop simple strategies for extending their skills</li> <li>- to describe their game and teach it to a partner</li> </ul> <p><b>PE focus - Games (Val Sabin Unit 2) Making up games with a partner (aiming, hitting and kicking) (Outdoor)</b></p>	<p><b>PE focus - Games (Val Sabin Unit 3) Dribbling, Kicking and Hitting (Outdoor)</b></p> <p><b>By the end of this unit children should have competence in:</b></p> <ul style="list-style-type: none"> <li>- show continuous and controlled dribbling with hands, feet, bat or stick and know how to change speed and direction</li> <li>- understand and demonstrate striking, passing and receiving with a partner using a range of equipment</li> <li>- to know and apply basic tactics and strategies for attacking play</li> <li>- to work co-operatively with another person in a team</li> </ul>	<p><b>PE focus - Sports Day Games (Outdoor)</b></p> <p>These activities will use and consolidate skills previously learned</p> <p>Children to practise specific sports day-based activities in preparation for whole school Sports Day. Activities include:</p> <ul style="list-style-type: none"> <li>- Over and Under</li> <li>- Assault Course</li> <li>- Slalom Hat Race</li> <li>- Beanbag Aim</li> <li>- Foam Javelin Throwing</li> <li>- Bean bag race</li> <li>- Egg and Spoon</li> </ul>

By the end of this unit children should have competence in:

- to remember, repeat and link combinations of skills in a game
- to improve the co-ordination, control and consistency of their actions
- to use and vary simple tactics
- to observe, play and improve another person's game

**PE focus - Gym (Val Sabin Unit H) Parts high and parts low (Indoor)**

By the end of this unit children should have competence in:

- to travel and balance confidently showing different parts of the body high or low
- to demonstrate being close or far away from the floor and apparatus and show contrasts in shape and speed
- to link together three movements in a sequence

**PE focus - Gym (Val Sabin Unit I) Pathways, straight, zig-zag and curving (Indoor)**

By the end of this unit children should have competence in:

- to travel confidently and competently in different ways and on different body parts
- to understand and create different pathways and move in different directions
- to link together three different movements showing contrasts in speeds and level

**PE focus - Games (Val Sabin Unit 4) Group Games and Inventing Rules (Outdoor)**

By the end of this unit children should have competence in:

- to develop and extend their sending and receiving skills
- to know rules for a game
- to develop simple group tactics
- demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills

**PE focus - Dance (Val Sabin Unit 1) (Indoor)**

**National Curriculum Coverage**

To perform dances using simple movement patterns.

By the end of this unit children should have competence in:

- use a range of basic dance actions with understanding
- work alone with guidance from the teacher to create movement ideas
- use different levels, directions and speeds and choose appropriate actions for the dance ideas

**PE focus - Yoga (Indoor)**

By the end of this unit children should have competence in:

Can perform the yoga poses, have a strong tummy to help them keep their body in position Can lie

**PE focus - Yoga (Indoor)**

By the end of this unit children should have competence in:

Can create their own challenging yoga poses  
Understand why yoga is beneficial for their health  
Can create their own yoga story incorporating taught yoga poses and some of their own ideas  
Can perform the yoga poses with flexibility and control  
Can relax their whole body and perform the yoga poses with confidence  
Can control breathing by speeding it up, slowing it down, aware of pauses in breathe  
Move safely when transitioning poses  
Refer to the Yoga Schemes of work

**PE focus - Dance Residency (Indoor)**

**National Curriculum Coverage**

To perform dances using simple movement patterns.

By year 2 we want the children to sequence a series of movements showing control, variety and quality of movements

*Dance expert to come into school to teach the Year 2 children an end of year dance which they perform for parents and carers.*

		<p>down, relax and focus on their breathing, taking deep breaths</p> <p>Can challenge themselves to try all the harder yoga poses</p> <p>Can perform the yoga poses with flexibility and control</p> <p>Can relax their whole body and perform the yoga poses with some confidence</p> <p>Can remember all the yoga poses and include them in their story</p> <p>Appreciate being able to speed up and slow down their breathing</p> <p>Mostly able to move safely when transitioning poses</p> <p><i>Refer to the Yoga Schemes of work</i></p>	
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## PE Key Vocabulary

EYFS	Key Stage 1
<p><b><u>Gymnastics</u></b></p> <p>Space, stretch, freeze, balance, forwards, backwards, sideways, jump, run, walk, slide, partner, bench, mat, on, off, tall, small, shape, copy</p> <p><b><u>Dance</u></b></p> <p>Space, balance, jump, partner, freeze, copy, follow,</p> <p><b><u>Games</u></b></p> <p>Space, bounce, catch, throw, roll, bean bag, ball, cones, partner,</p>	<p><b><u>Gymnastics</u></b></p> <p>Forwards, backwards, sideways, roll, slow, body parts, shape, jump, stretch, wide, narrow, curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent</p>
	<p><b><u>Dance</u></b></p> <p>Travel, stillness, speed, direction, space, levels, body parts, move, copy, perform, create, rhythm, control, coordination, linking mood or feeling</p>
	<p><b><u>Games</u></b></p> <p>Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules, striking, catching, own space, team, speed, direction, passing, control, shooting, partner, scoring</p>
	<p><b><u>Yoga</u></b></p> <p>pose, hold, stretch, breathe, relax</p>