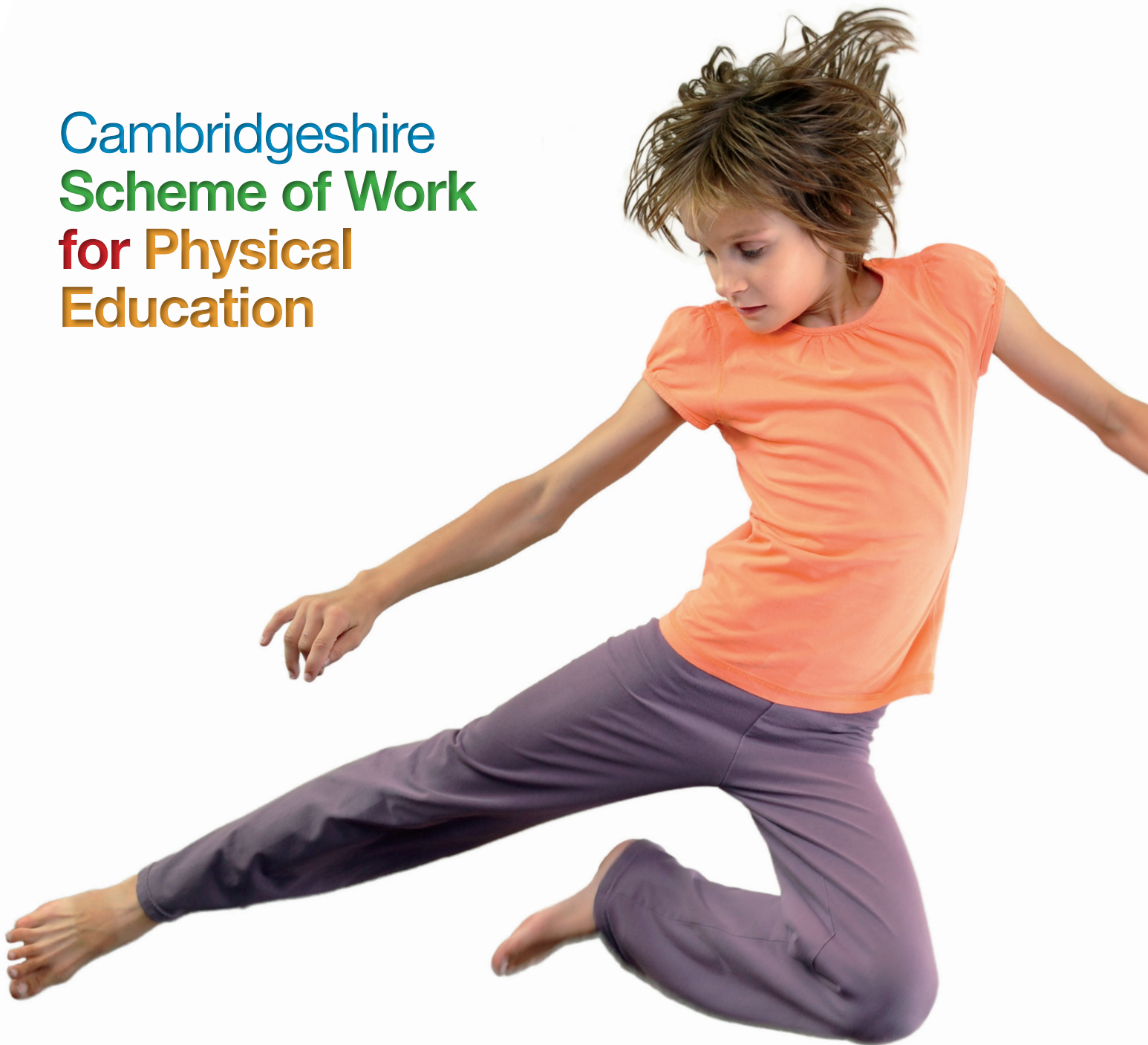


Cambridgeshire Scheme of Work for Physical Education



Introduction to the Scheme
Dance, Games
and **Gymnastics**

Cambridgeshire Scheme of Work for Physical Education

This resource is dedicated to the memory of Ally Brennan, an inspirational teacher whose passion for Physical Education had a huge impact on many pupils and staff in Cambridgeshire and beyond. Her work appears in this Scheme, please visit: www.theallybrennantrust.com

Cambridgeshire Scheme of Work for Physical Education

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Cambridgeshire
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Introduction

Welcome to the Cambridgeshire Scheme of Work for Physical Education, which has been produced to support the planning and delivery of National Curriculum Physical Education from 2014 onwards. The scheme provides a range of activity-based units of work that are progressive from Key Stage One upwards: fundamental movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two National Curriculum programmes of study for Physical Education.

Physical Education is a unique subject in that it is about learning in the physical and developing the physical competence to enjoy the technical aspects and challenges of the chosen physical activity. Primary school teachers, teaching assistants and other para-professionals have a unique role to play in this development, taking very young children on a journey to develop their basic physical abilities such as running, throwing, jumping, striking and catching as well as their joy of free movement and expression. The notion of 'learning to move; moving to learn' underpins a high-quality Physical Education curriculum and is where this resource aims to support staff to deliver consistently high quality Physical Education lessons.

The London 2012 Olympics and Paralympics sparked more interest and enthusiasm from pupils, staff, parents and Government. This, combined with new funding for Primary Schools, means that all schools can provide an inspirational Physical Education experience for all pupils, a fitting legacy to 2012 and one way to develop a generation of more physically engaged, active and competent young people. Thus 'learning to move; moving to learn' becomes 'moving for life'.

This Scheme of Work has been a collaboration across Cambridgeshire, using the best local expertise from teachers, many staff in the School Sport Partnerships, the Cambridgeshire County Council PE Adviser and Associate Advisers. The Scheme contains many new, specially developed units of work, locally developed units that are now available to all, and enhanced well-known favourites. The School Sport Partnerships are represented by their group logo, 'Cambridgeshire Sport and Education Partnership'.

Without the support and willingness to share ideas and resources from all those involved, the development of this Scheme would not have been possible. I am indebted to their generosity of time and spirit, for which I thank them wholeheartedly.

Sue Ager | Di Baker | Lesley Birch | Peter Brennan | Ali Cope | Nikki Linsdell | Claire McDonnell
Carol Gronow Cambridgeshire Adviser for PE and Sport



Dance, Games and **Gymnastics** – Part One

Part One of the Scheme contains units of work that are most suitable to be taught in the autumn and spring terms, although they could be delivered at other times of the year.

Athletics, Dance, Games, **Gymnastics**, Outdoor and Adventurous activities and **Swimming** – Part Two

This part of the Scheme contains more units of work for Dance and Gymnastics and units that are most suitable to be taught in the spring and summer terms, although they could be delivered at other times of the year. My thanks to Stephen Brown for his contribution to this section.

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

Amy Year 3

Curriculum Guidance

As the 2014 National Curriculum for Physical Education does not state specific areas of activity for teaching, it is up to each school to determine the context (activity) through which pupils will develop their competence, knowledge, skills and understanding. The activity areas in this scheme are designed to support Physical Education delivery in the vast majority of primary schools and are the most popular activities designed with schools resources, equipment and facilities in mind, which also complement the Schools Games competition system. Please see the Competition Framework for more details.

Each area of activity has a brief explanation about the aims and outcomes of that activity, brief detail about the key competencies to be achieved and a summary of the units provided.

The Scheme of Work is flexible so that units can be taught in different year groups, where stated, whilst still ensuring progression. This is to ensure that the scheme has the widest use, for a wide range of schools with pupils of varying needs. The exception to this is the Gymnastics units, which are planned to ensure a clear progression, often throughout and by year group, but also accounting for a 'stage not age' approach where key competencies are reinforced. The Games related part of the Scheme contains fundamental movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then has a specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two programmes of study for Physical Education

Therefore planning is key. Planning over the Key Stage and between stages is crucial for each child's progression in Physical Education. As such, a clear curriculum map that provides a broad and balanced curriculum which is supported by the extra-curricular programme is vital.

Curriculum Planning

When mapping the curriculum for Physical Education, answers to the following questions can help determine how each school should proceed:

- Is there an appropriate mix of breadth of activities and balance between games, team or otherwise, individual such as gymnastics and athletic activities, aquatic provision (statutory during KS2), competitive activities, team building and collaborative activities?
- What key knowledge and competencies do pupils enter Key Stage One with? What are the strengths and what is missing? Is there a fundamental movement skills unit(s) in Key Stage One?
- Is swimming taught during Key Stage Two and in a way that pupils are likely to meet or exceed the end of Key Stage requirements?
- Are outdoor and adventurous activities taught during Key Stage Two, and in a way that contributes to the purpose of study for Physical Education as laid down in the National Curriculum documentation?
- Do pupils experience two different activity areas of Physical Education in one week or are they concentrating on accelerating learning in one area for a block of time?

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

Allocation of Time

The allocation of time for each unit of work is only a general guide and will vary depending on the lesson length, teaching styles utilised and how the pupils respond and progress through the material/content. When teaching mixed-age classes, the teacher will have to make decisions about the physical demands, pupils' skill levels, understanding and the appropriateness of the activities suggested. This is especially so when delivering units in Reception and Key Stage One where pupils will have varying ranges of physical development and therefore competence to succeed in the activities set.



How to Use the Resource

Unit Layout

Each unit has an overview page that summarises the objectives, key concepts, resources required, links to other topics, the core task and a lesson-by-lesson outline.

Learning Outcomes are designed to progressively meet the expectations of the Core Task for that unit of work.

Resources indicate the equipment/apparatus required to enable pupils to successfully participate in the suggested activities.

Learning Objectives identify the learning outcomes for the specific unit of work and are related specifically to the National Curriculum programmes of study. They explain what should be taught and what pupils should be able to do, know or understand by the end of the lesson(s).

Core Tasks are the key competencies that pupils will work towards to achieve progress in Physical Education. Whilst not explicit in the current National Curriculum orders, core tasks are an effective tool in ensuring that the curriculum is planned for progress and that pupils are learning and achieving at the correct rate. It would be expected that most pupils will achieve the core task by the end of a unit of work.

Learning Activities provide a range of suitable tasks which are specifically related to the learning objectives. This is not an exhaustive list of activities and teachers can select alternative and additional tasks from their own repertoire to support each unit of work, as long as they relate to the

learning objectives. The teaching/learning activities provide the opportunity for pupils to experience and achieve the learning objectives as well as create appropriate assessment opportunities for the teacher.

Expectations identify the key learning aspects on which teachers will make judgements about pupils' progress and achievement and relate to the Core Task. Many of the assessment opportunities relate directly to the unit expectations, expressed as 'below, met, above' outcomes of the unit of work, which are stated as the assessment focus.

Teaching points are listed, when appropriate, opposite the learning activity and are a guide to how to ensure pupils' performance and development is of a high quality. The teaching points also suggest instructions for the pupils. Further support for teachers is available in the relevant appendix.

Safety considerations are listed as a generic guide, but all schools should assess the activities and the space they take place in, specific to their circumstances.

Differentiation activities. As all pupils are different and at different stages in their learning, each lesson plan has some suggestions of ways to support pupils to refine their performance and challenge the more able to excel. This is not an exhaustive list and teachers will select alternative tasks from their own repertoire as well as utilising the STEP (Space, Task, Equipment, People) principles for differentiation or the Principles of Progression in Gymnastics. After each unit overview there is a simple guide to STEP for that particular unit which teachers can use for both their planning and also during a lesson to help pupils progress in their

learning. Learning activities can also be carried over or accelerated as seen fit by the class teacher. This approach supports the Assessment for Learning (AfL) process of providing meaningful feedback to pupils. The appendices also contain assessment grids.

Key Vocabulary are the words that the teacher is likely to use and reinforce consistently throughout the unit of work, and also that pupils can demonstrate physically.

Other Resources and Appendices

The most relevant support is to be found in the appendices immediately after the units of work. Further resources are to be found in the Introduction to the Scheme booklet and also on the cd-rom. The cd-rom contains all the multi skills festivals resources.





What Teachers Have to Teach

Physical Education must be taught in accordance with National Curriculum requirements in all Maintained Schools. Free Schools and Academies can choose to follow the National Curriculum if they wish, but they must offer a broad and balanced curriculum.

All pupils in Maintained Schools are entitled to receive National Curriculum Physical Education, regardless of their additional needs or backgrounds. All pupils in Maintained Schools should have followed the Programme of Study for Swimming at some point, but definitely by the end of Key Stage Two. Schools may also choose to deliver a swimming programme in Key Stage One.

The National Curriculum for Physical Education 2014 states;

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

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 co-ordination, 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.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

“When I’ve learnt something new in PE I feel I can conquer the world”

Ahmed Year 5

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Schools are not required by law to teach the example content in [square brackets] Source DfE



The Teaching and Learning Process

Thoughtful practitioners: thoughtful practice.

Whilst the new curriculum for PE is less prescriptive than previously, at the start of a new year teachers are most preoccupied with the problem of ‘What should I teach?’ and ‘When is it appropriate to teach it?’ The planning contained herein is designed to ease this practical burden and thereby free teachers to consider not ‘what’ to teach but how best to teach it.

The current emphasis on raising standards in schools and preparing young people for life-long learning recognises the importance of developing transferable skills, not least, critical thinking skills. Despite most attention in the development of thinking skills being focused on traditional classroom settings, we believe that high quality physical education presents an ideal environment for fostering and reinforcing critical thinking. Any model of critical thinking requires pupils to think about what they are learning, to compare and explain their ideas and ultimately arrive at a deeper understanding of new information. The planning throughout this document assumes that practitioners are sympathetic to this approach to learning and are striving to develop pupils’ thinking skills through physical activity.

Thus within the units of work you will find opportunities for pupils to acquire knowledge, develop their creativity and critical thinking skills.

Acquiring knowledge – remembering, classifying, ordering, comparing and contrasting, analysing.

Pupils demonstrate their acquisition of knowledge, for example, through showing that they know which exercises are appropriate for a warm up; by remembering what has been learned in the preceding lesson; by describing how one movement is different to another; by demonstrating how to use a new skill in a game situation.

Creative thinking – being original, composing and/or elaborating.

Pupils demonstrate their creative thinking, for example, by developing new ways of moving; by using skills in different contexts; by reorganising actions into novel patterns.


Critical thinking – initiating ideas, using imagination and innovation, looking for other possible outcomes.

Pupils demonstrate their critical thinking, for example, by evaluating performance; by understanding their personal bias and preferences; by viewing things from different perspectives.

Traditional approaches to PE have focussed primarily on the acquisition of knowledge and skills. We would advocate that whilst it is important for pupils to be given the skills to enable them to explore the world around them with confidence and control, it is equally important that we provide them with opportunities to question, evaluate, invent, enhance and, in so doing, enable them to understand that both ‘what’ and ‘how’ they are learning in PE is relevant to their present and their future lives.

The Ladder of Learning in PE

An approach to a pupil's journey of development of physical vocabulary

	6	Continue to perform with fluency, accuracy and control.	Choose, combine, and develop range of sequences/motifs/tactics. Decide and develop, refine consolidate.	Carry out warm ups and cool downs, understand how activity affects health. Understand strengths and weaknesses, know basic warm ups/cool downs.
	5	Perform consistently, improvise, decide	Choose and apply compositional ideas, skills, principles of attack and defence, rules, tactics.	Analyse, interpret, evaluate, suggest improvements, understand strengths and weaknesses, know basic warm ups/cool downs.
	4	Develop, perform, consolidate and improve range of ideas, skills.	Explore and create, use skills effectively, use rules, devise rules, tactics and compositional ideas.	Make simple judgements, describe, interpret, evaluate, recognise activities that improve fitness and know effects on the body.
	3	Improve, consolidate, be safe, explore and use	Create and link, recognise own space, compose and perform, choose and vary simple compositional ideas, simple tactics, simple skills.	Watch copy, describe, use what is learned to improve, describe short term effects of exercise, evaluate.
	2	Remember, repeat, work with confidence, explore	Link, choose, vary, create, compose and perform, choose and vary ..., simple compositional ideas, simple tactics, and simple skills.	Lift and move...., recognise and describe what their body feels like, watch, copy describe, use information to improve.
	1	Explore, remember, repeat, be confident, recognise space	Link, create, choose and use equipment effectively.	Describe, copy, observe, know how to carry and place, know activity is good for them
	R	Explore, remember, repeat.	Choose, use equipment safely.	Copy, place, collect.

Lesson Format – Basic Lesson Plan

Warm-Up	A gradual progression that prepares the body and mind for activity. Pulse-raising activity, mobility exercises, stretches or a conditioned phrase. Sets the scene and introduces the lesson foci, learning objective and recaps last lesson's progress and achievements.
Task One/ Development	Introduction of new areas of learning, recap prior learning, explore and refine new skills, concepts and ideas.
Task Two/ Main Focus	Applying new ideas and understanding in increasingly more complex situations, selecting and combining skills, evaluating the next steps for progression.
Cool-Down/ Plenary	Calm activity that reinforces the progress made, the next steps in learning and gentle stretching where appropriate.

Assessment

Assessment for Learning (AfL)

The principles of Assessment for Learning are central to effective teaching and learning in Physical Education. AfL is the process of providing feedback and developing evidence for pupils and teachers to enable teachers to decide where pupils are in their learning, what they need to do next and how best to get there.

Assessment of Learning (AoL)

Summative assessment opportunities are useful tools to enable teachers to make judgements about pupils' attainment. It is for schools to decide how best to make these judgements about how well individual pupils are achieving against the matters,

skills and processes in the Programme of Study (PoS). One tool to assist with this is the use of the Core Tasks which are listed for every unit of work. These are progressive in nature and combined with the unit expectations mark the key steps on the ladder of a pupil's learning. These Core Tasks show in context what a pupil knows and is able to do. For ease of reference, progress over time is detailed in the summative assessment year by year grids, found in the appendices.

Good summative assessment is also a process which makes assessment criteria clear and accessible to all pupils; uses a variety of teaching approaches and learning styles; requires pupils to evaluate their work against the assessment criteria and encompasses the processes in AfL.

Warming Up and Cooling Down

Warming up and cooling down are essential elements of any exercise session and therefore are important features of all Physical Education lessons. Preparing the body for the energy demands of the lesson helps prevent injury and promotes safe recovery afterwards. The aim should be that pupils learn, over time, how to design and carry out their own warm ups and cool downs.

Pupils should develop their knowledge of why and how they should warm up and cool down, understand the variety of warm ups and cool downs in a range of activities and be able to take responsibility for their preparation for, and recovery from, exercise.

Teachers of Physical Education, sports coaches, teaching assistants and other para-professionals all have an important role in helping pupils to understand why and how to exercise safely, so that this knowledge becomes embedded for later life physical activity. Over time, the role of educator and leader will change to that of facilitator enabling pupils to lead their own warm ups and cool downs. Teachers will judge when pupils are ready for this, depending on their varying knowledge, skills and understanding.

Warming up

A warm up should prepare the heart and lungs (the cardio respiratory system), the bones, muscles, tendons and ligaments (the musculoskeletal system) for the activity ahead. Every warm up should contain pulse raising activities, mobility activities and some related stretches. The length and type of warm up will vary according

to the type and intensity of the exercise ahead, with most for general PE lessons being 5 to 10 minutes long. A warm up should be simple, easy and progressive whilst taking into account the weather conditions and clothing of pupils. It should take place immediately prior to exercise, not, for example, prior to prolonged set up or explanation where pupils will start to cool down.

Pulse raising activities bring about a gradual increase in the heart rate and include walking, jogging, dodging, skipping, which should allow pupils to breathe faster but not be totally out of breath. Mobility exercises loosen up the joints warming up the fluid inside them. The exercises should be smooth and controlled, never jerky or sudden, and should mobilise all the joints that will be used during the activity.

Stretches

These should relate to the main activity ahead and consist of short held stretches when the muscles are warm, for most activities. There are many safe stretches and a few that are unsafe and can damage growing bones. For this reason, it is important for those leading warm ups in Physical Education lessons and other exercise sessions to ensure that they are well informed and following up to date good practice. Using recommended resources is one way to ensure safe practice, see the resources and support section for further details.

It is important to avoid bouncing in stretches (ballistic stretching) as this pulls on the muscle repeatedly, causing microscopic tears in the muscle ends which can, over time, lead to a build-up of non-elastic scar tissue.



Cooling down

Cool down exercises are performed immediately after exercise to allow the body to adjust and relax, sometimes known as a warm down. Cool downs help prevent muscle soreness and stiffness and should include pulse lowering activities and stretching. The length and intensity depend on the exercise undertaken previously but for most Physical Education lessons this will be 3-5 minutes long. This phase of the lesson is also an opportunity to recap the learning that has taken place, reinforce key points from the lesson and set the scene for the next lesson.

Cool down activities typically include active pulse lowering, for example slow jogging, striding or walking, which maintain, but gradually reduces, blood flow to the working muscles. Stretching should follow the pulse lowering. The stretches used in the warm up can be repeated and held for a few seconds longer. If pupils are encouraged to stretch in pairs or small groups they can also use this time to discuss what they have learned in the lesson, what they can do well and what they need to practice to improve further. The cool down phase serves to prepare the pupils to return to the classroom in a calm and controlled manner, which facilitates a smooth transition to continue their learning.

Links between PE and PSHE

Introduction

There are clearly strong links between PE and school sport and PSHE, not only within the curriculum, but also across whole school policy and practice. Whole school approaches to promoting wellbeing (previously the Healthy Schools programme) incorporate the themed area of Physical Activity, as well as other linked themes such as Healthy Eating and Safety.

Curriculum links will be most evident in the area of Healthy Lifestyles, which includes not only physical activity and exercise, but also supporting children to consider and develop a holistic approach to developing a healthy lifestyle (including, for example, emotional wellbeing, relationships, sleep and exploring the pattern of their day and week). Learning about physical activity includes exploring with children how often in the week they do exercise, for how long and the intensity of it. A high quality PE curriculum and lessons will provide the opportunity for this learning to take place.

National requirements

Duty to Promote Wellbeing

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement. Promoting the health and wellbeing of children and of the whole school community, and recognising the important cyclical relationship between wellbeing and learning form the basis for good PSHE provision in school. PE and school sport has a clear role to play in helping develop pupil's wellbeing.

Department for Education Guidance on PSHE education and the National Curriculum

The DfE guidance on PSHE education (September 2013) states that the subject remains non-statutory and that no new programmes of study will be published. However, the following statement is included:

“PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the new National Curriculum.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

Guidance Personal, Social, Health and Economic Education, DfE, September 2013

The PSHE Subject Association has published a national framework outlining the content of a PSHE programme. All of this content is covered thoroughly by the Cambridgeshire Primary Personal Development Programme (see below).

Ofsted

PSHE makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in schools, and also to their behaviour and safety, and healthy lifestyles. The recent Ofsted report into PSHE in schools highlights the link between effective PSHE and overall findings in Ofsted reports.

Primary Personal Development Programme

The Cambridgeshire PSHE Service has produced a unique and comprehensive interactive IT based resource to support Primary and Special schools in delivering a Personal Development Programme for children from Foundation/Reception to Year 6.

The programme contains units of work for delivering PSHE across key themes, as well as materials to support a whole school approach towards policy and practice in areas such as Healthy Eating, Drug Education, Sex and Relationships Education and Safety. For more information contact pshe@cambridgeshire.gov.uk

Units of Work

There are clear links between the 'Healthy Lifestyles' units of work and the PE curriculum as well as managing risk/safety contexts? When planning a high quality PE curriculum, the links below can be incorporated into the units of work.

Foundation stage:

- What can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- What can I do to help keep my body healthy?
- Do I understand why food and drink are good for us?

- Do I understand what exercise is and why it is good for us?
- Do I understand why rest and sleep are good for us?

Key Stage 1:

- How can I stay healthy?
- What does it feel like to be healthy?
- Why is it important to be active?
- Why do we need food?
- What healthy choices can I make?

Key Stage 2:

- How can I have a healthy lifestyle?
- How do nutrition and physical activity work together?
- Who is responsible for my lifestyle choices and how are they influenced?
- What does being healthy mean and what are the benefits?
- How can I achieve a healthy energy balance?
- How does physical activity help me?

Health Related Behaviour Survey

This survey, for pupils in Years 5 and 6, is offered to schools in Cambridgeshire every Autumn Term. The question areas include pupils' participation in, and attitudes towards physical activity. The results of the survey often provide schools with a focus for development work on a 'Healthy Schools' whole school programme, supported by the PSHE Service to work towards a measurable improvement in health and wellbeing for pupils. These results can also be used to shape the PE provision and target those pupils who are doing little physical activity, especially beyond the curriculum or the school day.

Physical Education and Spiritual, Moral, Social and Cultural development

A high quality Physical Education curriculum will contribute to the Spiritual, Moral, Social and Cultural (SMSC) development of its pupils in many ways. Here follows some examples of how PE may contribute to aspects of SMSC.

The **spiritual development** of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils that are consistently encouraged to use their imagination and creativity in their learning will show a willingness to reflect on their experiences and learn from both successes and failures in PE. Pupils can be creative in dance and gymnastics sequences and express personal, emotional and spiritual concepts through dance. In outdoor and adventurous activities pupils have the opportunity to use their imagination to solve problems and show respect for others.

Moral development in Physical Education will include an understanding of promoting a sense of fair play and etiquette, being willing to accept the decisions of referees and co-operating to resolve disputes. Strategies such as the teaching of codes of conduct in a range of activities, etiquette, handshakes before and after matches, applauding the opposition, fair play and sportsmanship will contribute to this. In every lesson pupils can explore and abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of

infringements such as penalties and red cards which allow pupils to understand the consequences of their actions which in turn help them apply this understanding to their own lives.

Social development. Pupils in PE use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Lessons can help foster a willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively. Pupils should lead warm ups and skills practices and officiate games working with and leading others. This may also lead into becoming festival leaders.

Cultural development. Pupils can explore their own and others cultural assumptions and values through researching different countries i.e. their religion, language spoken and culture, and also through dance, how different cultures express themselves through dance and where it originates from. These cultural attitudes and traditions can then be explored during practical PE and when pupils interact with each other. Many sports have a rich cultural history that may be explored in other areas of the curriculum.

Physical Literacy and the background to FUNdamentals

There has been for several years, an identified progression of physical capabilities for children and young people to enable them to develop along the pathway of physical competence. This progression has been labelled FUNdamentals of Movement (FoM), Fundamental Movement Skills (FMS) and Fundamental Sport Skills (FSS) and whilst this applies to all areas of Physical Education, it is especially pertinent to the development of Games as part of the National Curriculum.

The principles of FUNdamentals are a part of the concept of Long Term Athlete Development (LTAD). LTAD is a staged model that provides coaches, teachers and parents with a pathway for developing the capabilities (i.e. physical, technical, tactical, personal) of young people. FUNdamentals is the second stage of the LTAD model and is what the games units of work included in this resource are built on.

The FUNdamentals stage primarily focuses on children between six and nine years of age. This is a time when the activities and guidance young children experience often shape their perceptions of sport, enjoyment of it and their desire to be involved at this time and at a later stage in their lives. As young people develop and mature, some may want nothing more from physical recreation than an opportunity to socialise and stay healthy, others may gain real benefits and satisfaction from competing at club level, while a few have the desire (and ability) to progress and achieve at the highest levels. However, if the fundamental movement skills are not learnt at primary school age, the variety of opportunities

available in later years will almost certainly be more limited. Whatever path the individual takes in later life, in terms of sport and physical activity, the benefits of a good grounding in fundamental movement skills cannot be overestimated.

Every group of children and each individual child should have the opportunity to improve and increase the basic – fundamental – movement skills necessary to engage in physical activity, physical education and school sport. The basic skills are, essentially, the ground work that underpins all movement and sports skills and, without them, the opportunities for developing and improving more specific skills in later years can become limited. Therefore, it is important for schools to build and interpret the delivery of FUNdamentals into the national curriculum.

What's the difference between FUNdamentals of Movement, fundamental movement skills and fundamental sport skills?

FUNdamentals of Movement (FoM) focus on the introduction and development of Agility, Balance and Coordination as the building blocks for future complex skills.

Fundamental movement skills (FMS) combine FoM to develop more complex actions, such as running, jumping, travelling, throwing, catching, striking and fielding skills.

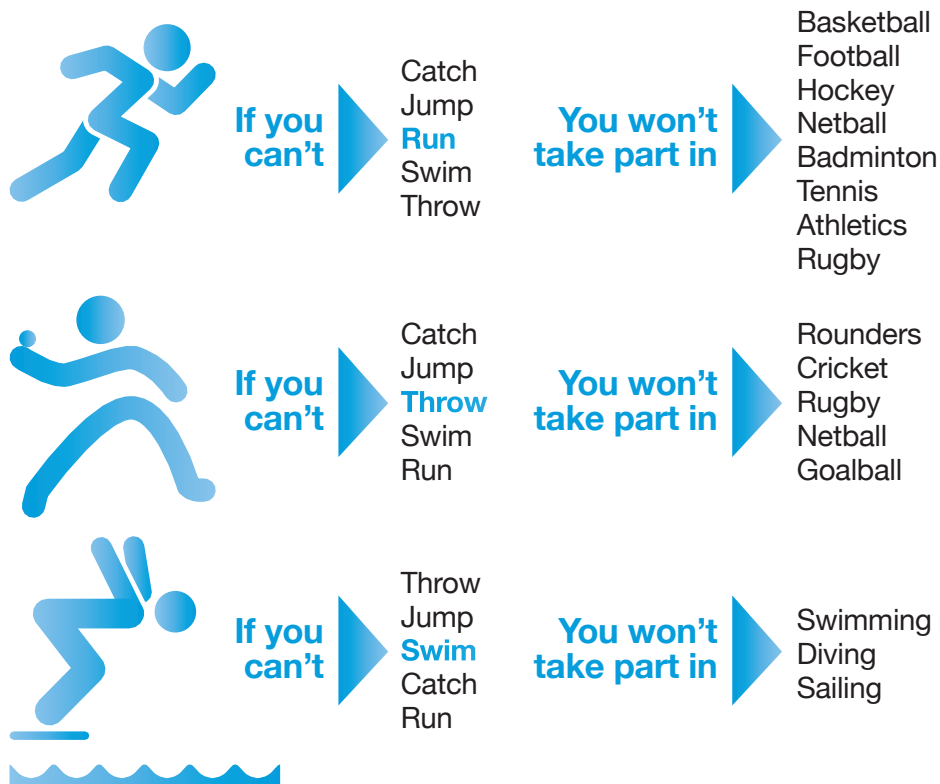
Fundamental sport skills (FSS) include game-based concepts such as invasion, net and wall, and striking and fielding skills.

FOM + FMS + FSS = Physical Competence

One of the key components of Physical Literacy

“Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

Whitehead 2014.



Physical Literacy is as important a skill as Reading and Writing. When a child is learning to read they first learn individual words such as cat, sat, mat. Similarly as a child learns physical skills they learn skills such as how to run, jump, throw and balance, generally in isolation. Children then put words together into sentences and read them. In the same way, physical skills are linked together to create movement phrases in order to perform activities such as riding a bike, swimming, playing ball games or performing the long jump.

As children become more confident and experienced in these skills they are able to use those skills in different environments, across a wide range of activities and sports. These children will develop into adults who have the necessary skills to participate and enjoy physical education, sport and physical activity throughout life at whatever level they chose, whether recreationally or competitively.

Similarities between FUNdamentals and National Curriculum requirements

	Focus	Content	Curriculum guidance
Foundation (3-5 yrs)	<ul style="list-style-type: none"> FUNdamentals of Movement (FoM) Introduction 	<ul style="list-style-type: none"> Balance (static and simple dynamic) Co-ordination (mainly internal) Agility (simple movements) 	<p>Experiment with different movements. Improve co-ordination, control and ability to climb, balance, swing, slide, tumble.</p> <p>Respond to rhythm, adjust speed, change direction, negotiate space, jump and land</p>
	<ul style="list-style-type: none"> Introduction and application of FoM within fundamental movement skills 	<ul style="list-style-type: none"> Run, jump, hop, gallop, skip, climb Throw, catch, strike, bounce, trap, kick 	<p>Travel with confidence and skill around, over and through balancing and climbing equipment.</p> <p>Increase control over an object by touching, pushing, patting, throwing or catching it. Can catch a large ball. Jumps and lands safely.</p>
Key Stage 1 (5-7 yrs)	<ul style="list-style-type: none"> Continued FoM 	<ul style="list-style-type: none"> Balance (dynamic) Co-ordination (internal and external) Agility (more complex movements) 	<p>Develop fundamental movement skills, become increasingly competent and confident including running, jumping, throwing and catching</p>
	<ul style="list-style-type: none"> Development of fundamental movement skills 	<ul style="list-style-type: none"> Run, jump, hop, gallop, skip, climb Throw, catch, strike, bounce, trap, kick 	<p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>

	<ul style="list-style-type: none"> ■ Introduction of general games skills 	<ul style="list-style-type: none"> ■ Invasion ■ Net/wall ■ Striking/fielding 	Participate in team games, developing simple tactics for attacking and defending
Key Stage 2 (7-11 yrs)	<ul style="list-style-type: none"> ■ Development of general games skills ■ Introduction and development of sport-specific techniques and skills (e.g. tennis, cricket, netball) 	<ul style="list-style-type: none"> ■ Invasion ■ Net/wall ■ Striking/fielding ■ Games for understanding ■ Major skill learning stage – all basic sport skills should be learnt ■ Mental/cognitive and emotional development 	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



Cambridgeshire
County Council





Teaching Dance

Dance has a great deal to offer the Physical Education curriculum, creativity, expression, dynamics and yet for many primary school practitioners this can be one teaching area that is dreaded. However with a little time, support and the right resources, delivering Dance can be rewarding and enriching for both teachers and pupils.

In some ways Dance is unique. It is both physical and expressive; an art form that has many links to other areas of the curriculum, not just art and music but also literature, poetry, in fact history, science and cultural appreciation and understanding. It also provides opportunities for pupils to work alone and in groups, perform in front of an audience and connect to music.

Often the most successful approaches to teaching dance involve a “cross curricular” or topic based starting point. When pupils know a story and then relate ideas and characters physically, the emotional connection results in higher quality dance ideas, skills and expression. Actually being a penguin or a soldier, interpreting the Haka or the sea storm is an adventure all on its own!

However, dance experiences should be purposeful and involve high quality performance, composition and appreciation. Application of imagination to the theme is needed to realise the dance idea and thus performance, and dance appreciation requires pupils to express themselves and communicate

ideas, non-verbally. Pupils need to develop dance skills such as co-ordination, balance, control and achieve them with good posture and flexibility. These, combined with what the body does, how the body moves, where the body moves and how we move with or in response to others can result in strong compositional elements. Pupils can then constantly evaluate and refine their final performance. All these elements have a large role to play in enabling pupils to develop their fundamental movement skills and progress along their journey of physical literacy.

The dance units in this scheme can be followed progressively as written or used as a base to explore and make links to other areas. For example, the football, dance unit could be changed to most sports simply by substituting different actions. Often the most important element is the right context for your school and your pupils as long as they are developing their physical skills, their imagination and creativity. However there are several elements that contribute to high quality dance provision.

Pupils should be able to work creatively on their own and with others, use the correct vocabulary to describe their own and others work, use space imaginatively, express themselves and perform to music. They should be able to perform the five basic actions of dance: **travel, turn, jump, gesture** and **stillness**, often with control and precision.

Dance also has a role to play in developing teamwork, co-operation and resilience, all personal features pupils can use across their wider learning. It has a big role to play in aiding the development of critical thinking skills, communication skills and independent learning. When pupils respond imaginatively to a stimulus or idea, plan their response, speak and listen to others to develop the ideas, practice and refine their performance, all these skills are developing and growing.

Dance can also develop an understanding of different times, places, cultures and faiths, as well as reflecting the most modern and contemporary television and music. As such, dance has something to offer all and supports wider learning across the whole school

Use of music

Music, of varying forms has a fundamental role to play in dance performance. However, sometimes the music becomes the total focus for the pupils work, staying in time and co-ordinating their actions to match a complex piece of music at the loss of some or all dance elements. Therefore it is best to think about pupils' response to the music before introducing it, spend time listening to it before matching actions to it, introduce music gradually, and ensure that pupils work is of good quality and matching the task set, rather than being a reaction to the music heard.

It is also possible to use musical instruments to develop dance ideas, either before or during the unit/use of music or instead of music.

Music for the units of work

Each unit has a piece of music supplied for it on the separate cd-rom. Where necessary, there is a page that details the different sections of the dance as per the timings in the piece of music supplied. This is not meant to be prescriptive but a guide for the different sections of the Dance. Each unit also has alternative suggested music that can be sourced to fit with that unit of work.

Other resources and appendices

The most relevant support is to be found in the appendices immediately after the units of work. Further resources are to be found in the Introduction to the Scheme booklet and also on the cd-rom.



Assessment in Dance

	YEAR 1	YEAR 2	YEARS 3 & 4	YEARS 5 & 6	Beyond Yr 6
FS/Reception	I can copy and explore basic body patterns and movements	I can perform with control and co-ordination	I can improvise freely on my own and with a partner	I can demonstrate precision, control and fluency in response to stimuli	I can perform and create motifs in a variety of dance styles with accuracy and consistency
I can copy steps and actions with some control and co-ordination	I can copy and explore basic body patterns and movements	I can perform with control and co-ordination	I can improvise freely on my own and with a partner	I can demonstrate precision, control and fluency in response to stimuli	I can perform and create motifs in a variety of dance styles with accuracy and consistency
I can link individual and whole body movements together	I can remember simple dance steps and perform them in a controlled manner	I can respond imaginatively to a variety of stimuli	I can translate ideas from a variety of stimuli into movement	I can vary dynamics and develop actions with a partner or as part of a group	I can select and use a wide range of compositional skills to demonstrate ideas and translate into performance
I can watch others work and choose actions	I can choose actions and link them with sounds and music	I can vary the dynamics, levels, speed and direction of my phrase/motif	I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work	I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness	I can suggest ways to improve quality of performance showing sound knowledge and understanding
I can recognise how to move in space and I can talk about ways to keep healthy	I can safely perform teacher led warm-ups and can describe and discuss others work	I can discuss my own and others work with simple vocabulary. I understand the need for warm up and cool down	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health	I can modify my performance and that of others. I can organise myself to warm up safely	I can lead my own and others to warm up safely



Cambridgeshire
County Council



Teaching Gymnastics

The Cambridgeshire Scheme of Work for Gymnastics contains 14 progressive units of work based on a variety of themes and Educational Gymnastics activities. For each year group, Foundation through to Year 6, there are two units of work containing 6 lessons leading to achieving an end of unit Core Task.

The Cambridgeshire Scheme of Work for Gymnastics has been mapped to encourage breadth in the delivery of the 4 Principles of Progression for Gymnastics - skills, sequences, apparatus context and groupings (see appendix for further details) and the 4 assessed aspects of the former National Curriculum – acquire and develop, select and apply, evaluate and improve and knowledge of health and fitness (whilst the National Curriculum commencing Sept 2014 does not make specific reference to these aspects, they undoubtedly remain inherent to the delivery of High Quality Physical Education). As such, it is highly recommended that any schools adopting the Cambridgeshire Scheme of Work for Gymnastics follow the units in the order presented.

It is important to note, however, that whilst the unit content and six lesson structure seems prescriptive, the Cambridgeshire Scheme of Work for Gymnastics is written from an idealistic perspective. Accordingly, schools should only use it as a guideline, recognising where adaptations to the content is necessary to make it relevant to their situation. Teachers should ask themselves many questions in advance

of using the units of work to decipher the extent to which they can be delivered exactly as they appear. For example:

- Does the school have its own PE National Curriculum plan and assessment map to which the Core Tasks should be adapted?
- Do pupils in the school generally work above or below the expectations of the PE National Curriculum Programmes of Study and do the Core Tasks therefore need to be adapted to provide an appropriate level of challenge?
- Is the Scheme of Work, unit and lesson content achievable in the time allocated to Gymnastics? If not, how can it be redesigned to remain challenging but achievable in the time available?
- Have teaching staff had the additional Gymnastics training which is strongly recommended to be able to teach the five basic floor skills of forward roll, backward roll, headstand, handstand and cartwheel and other more complex skills safely and progressively? If not, how can the units of work be adapted to ensure a high level of challenge for the more able pupils?
- Do all teaching staff have the confidence and ability to demonstrate the various activities as suggested in the units of work? If not, what additional resources are available to draw upon to help staff model actions and sequences in other ways?



- Do teaching staff have access to all the resources listed on each unit overview? If not, how can the unit activities be adapted to maximise learning opportunities?
- Is the school PE facility spacious enough to implement all of the unit activities safely? If not, how can the unit activities be adapted to maximise learning opportunities within the bounds of safety?

Where adaptations to the prescribed units are recognised as necessary, it is advised that two planning tools are consistently used to ensure effective delivery. Firstly, teachers should continue to follow the 4 part lesson structure upon which the unit lessons are based. Every part of the following High Quality structure should contribute to achievement of the lesson objective and/or unit Core Task:

- 1) **A 2 part Warm Up** – pulse raising activities followed by a Conditioning Phrase
- 2) **A Key Lesson Task** e.g. a whole class skill development activity
- 3) **Development of the Key Lesson task** e.g. link skills together or adapt them to involve apparatus
- 4) **A Cool Down.**

Secondly, the Principles of Progression for Gymnastics (see appendix for further details) should be used to help teachers adapt the unit activities effectively. The Principles of Progression model can be seen as a Gymnastics specific format of the STEP framework in that it allows teachers to plan activity modifications to adjust the level of challenge appropriately for the least and most able as well as the whole class at times. Wherever any simplifications, extensions or adaptations are made, however, it is vital to ensure they

are relevant to the lesson objectives and unit Core Task. For example, where the Core Task emphasis is on skill complexity, the extension activities should focus on progressions for more complex skills rather than linking basic skills together or adapting skills to involve apparatus.

As a final point, it is important for teachers to feel confident when delivering the Cambridgeshire Scheme of Work for Gymnastics. As such, as much detail as possible has been included in relation to teaching points, progressive activities and safety points with appendices providing additional information including guidelines for pupils and staff handling apparatus safely. It is inevitable, however, that there may still be gaps in teacher knowledge and understanding and therefore confidence. In these situations, teachers are encouraged to make use of the further support suggestions featured on each unit overview page and in the resources list. In addition to this, teachers should be made familiar with Local Authority guidelines in relation to teaching Gymnastics which include recommendations about the effective use of apparatus, e.g. layout, use of mats etc. Finally, the delivery of the Cambridgeshire Schemes of Work for Gymnastics can be supported by Local Authority training and British Gymnastics school's specific courses. Further details on available training can be sought from the Cambridgeshire Local Authority.

Other resources and appendices

The most relevant support is to be found in the appendices immediately after the units of work. Further resources are to be found in the Introduction to the Scheme booklet and also on the cd-rom.

Gymnastics

End of Unit Core Tasks

Yr	Unit 1	Core Task	Unit 2	Core Task
FS	Fun Gym Shapes	Choose 2 or 3 fun gym shapes and link them together to make a short movement phrase. Make sure you hold each shape before moving onto the next shape.	Move and Hold	Choose a position of stillness, an individual body movement and a way of travelling and link them to make a short movement phrase. Make sure you know what shapes you will make to start and finish.
1	Jumping Jacks	Choose 2 or 3 different jumping actions and link them together to make a short movement phrase on the floor and apparatus. Make sure you can remember and repeat your movement phrase.	Rock and Roll	Choose 2 – 3 different rocking and rolling actions and link them together into a short movement phrase. Make sure you move smoothly between the actions adding other actions to help as necessary.
2	Points of Contact	Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. Make sure you show different points of contact in your chosen positions of stillness.	Ball, Wall and Tall	Using the floor and apparatus create and perform a sequence of 3 – 4 actions showing the contrasting shapes of ball, tall and wall. Make sure you link the actions smoothly and that you show actions performed on different levels.
3	Patterns and Pathways	Create and perform a floor sequence using travel and balance actions. Make sure the sequence includes an arm pattern, a whole body movement pattern and a clear pathway.	Hand Apparatus	Choose an item of hand apparatus and use it to create and perform a sequence of 4 - 6 different actions. Make sure you show control and co-ordination of both your body movement and the hand apparatus and that you show variety in speed, level and direction.

4	Principles of Balance	Create and perform a floor and apparatus sequence of 4 – 6 actions which combines balances with other actions. Make sure you apply the Principles of Balance so that you can perform your sequence with control.	Rotation	Create and perform a floor sequence of 4 – 6 actions combining the various types of rotational actions with other actions. Make sure your sequence shows control, quality and clarity and changes in speed, level and direction.
5	Press and Go	Create and perform a sequence of 6 – 8 actions which combines press and go actions with other actions. Make sure you show fluency, clear shapes and variety in the ways you involve the apparatus.	Pair Composition	Create and perform a partner floor sequence linking 6 – 8 gymnastics actions. Make sure you develop the composition of the sequence in a variety of ways.
6	Body Symmetry	Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical and asymmetrical shapes. Make sure you practice and refine the sequence to show consistency in the accuracy and quality of movements.	Group Work	Create and perform a group floor and apparatus sequence of at least 8 actions including clear pair and group positions of stillness which you can perform consistently with smooth transitions. Make sure you develop the sequence using a variety of compositional ideas.

Assessment in Gymnastics

FS/Reception	YEAR 1	YEAR 2	
I can copy individual and whole body movements with some control and co-ordination	I can copy and explore basic gymnastics actions with some control and co-ordination	I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination	
I can link individual and whole body movements together	I can select and link basic gymnastics actions together	I can select and link basic gymnastics actions into fluent short movement phrases	
I can watch others work	I can watch and discuss my own and others work	I can identify and describe the difference between my own and others work	
I can recognise and negotiate space and I can handle small and/or low apparatus safely I can talk about ways to keep healthy	I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others	I can handle large apparatus safely and I can explain the need for a warm up and cool down recognising what is happening to my body during exercise	

	YEARS 3 AND 4	YEARS 5 AND 6	Beyond Yr 6
	I can copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity	I can explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and clarity
	I can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas	I can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas	I can select and link complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of more complex compositional ideas showing originality
	I can describe my own and others work noting similarities and differences and I can make suggestions for improvements	I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences	I can analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understanding
	I can work safely, handling a range of hand, small and large apparatus and I can recognise changes in my body giving reasons why PE is good for health	I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body	I can lead myself and others to warm up and cool down safely and appropriately for gymnastics activities

Further Support for Delivery



British Gymnastics Proficiency Awards Resource Pack

Available at: https://secure.british-gymnastics.org/shop/index.php?route=product/product&path=1&product_id=54

Whilst designed to support the delivery of the current British Gymnastics Award Scheme aimed at primary school age children in an extra-curricular context, the contents of this resource pack can also

be used as an effective resource for supporting teachers to deliver skill based activities within curriculum time. The 40 work cards provide a range of progressive material, teaching points and safety tips in relation to the teaching of 80 gymnastics activities many of which are referenced in the Cambridgeshire Scheme of Work for Gymnastics. To support teachers in demonstrating skills effectively, there is a DVD modelling all 80 skills and 8 Wall Charts each picturing 10 skills.



British Gymnastics Key Steps Gymnastics Resource Pack

Available at: https://secure.british-gymnastics.org/shop/index.php?route=product/product&path=1&product_id=56

Whilst Key Steps Gymnastics is designed to provide an intra and inter school competition framework aimed at involving primary school age children, the contents of this resource pack can also be used as an effective resource for supporting teachers to deliver body preparation, skill, sequence and apparatus based activities in curriculum time. The pack contains 3 progressive levels of material in relation to body preparation, floor work and basic vaulting with teaching points related to each skill. The pack DVD demonstrates example routines and progressive activities for many of the skills which teachers can use to enhance their knowledge and understanding to help deliver the content of the Cambridgeshire Scheme of Work for Gymnastics.

TOP Gymnastics resource pack – Youth Sport Trust

In the back of most school PE cupboards following on from training. A newer version is available at: http://www.youthsporttrust.org/media/739802/matalan_top_gym_cards_4_apr_2013.pdf

The 2004 edition of the TOP Gymnastics pack comes with a handbook and 20 themed resource cards to help teachers deliver safe and progressive gymnastics in a curriculum setting including suggestions on how to deliver Knowledge and Understanding of Fitness and Health in a Gymnastics lesson context.

N.B. It is strongly recommended that only teachers with additional Gymnastics training should use these cards as they are designed to be used after being on training courses.

British Gymnastics Partner School Programme

Available at: <http://www.british-gymnastics.org/clubs/schools/schools-gymnastics>

British Gymnastics have recently launched the British Gymnastics Partner School Programme. By paying an annual fee (£17 for Sept 2014 – Aug 2015) and becoming a BG Partner School, you will have access to a variety of self-help tools and resources which will assist you with the development of curricular and extra-curricular gymnastics. In relation to the Cambridgeshire Scheme of Work for Gymnastics, becoming a BG Partner School allows you to download the previously listed Key Steps resources in addition to Cheerleading resources which contain details of the arm motions drawn upon in the Year 3 Patterns and Pathways unit and Rhythmic resources to support delivery of the Year 3 Hand Apparatus unit. Partner Schools can also make purchases from the BG online shop at a discount including the British Gymnastics Proficiency Awards Resource Pack previously listed.



Safe Handling of Gymnastic Apparatus

General points

- Pupils need clear instructions and demonstrations on how to assemble, dismantle and store apparatus as well as how to lift, carry and place apparatus safely.
- Specific routines and safe handling procedures need to be taught in the early years and consolidated throughout school life.
- Pupils need to be taught safe hand positions and correct techniques to guard against toppling or premature release.
- Apparatus should be carried at waist height not lifted high.
- Lifting of apparatus should involve sufficient children to make the apparatus light. Pupils should be taught where to place their hands and how to lift together on a leader's signal (one pupil should be the leader who gives the signal for lift, move, stop, lower/place).
- Pupils should be taught to lift and lower apparatus by bending and straightening their legs and keeping their backs straight.
- Pupils should be positioned either side of the apparatus to allow for pupils to walk forwards and look in the direction of travel.

Safe Handling of Apparatus

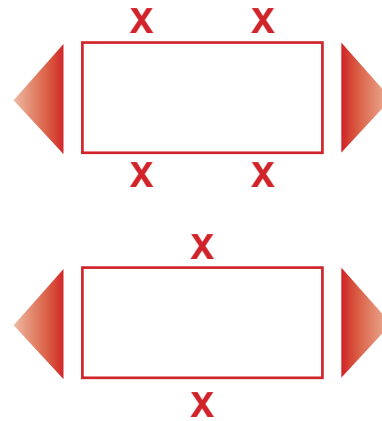
A Mat

Four pupils – two pupils stood at the ends of the long side x 2 (wheels on the bus)

Two pupils – one pupil positioned either side on the long side

Thumbs on top of the mat, fingers underneath

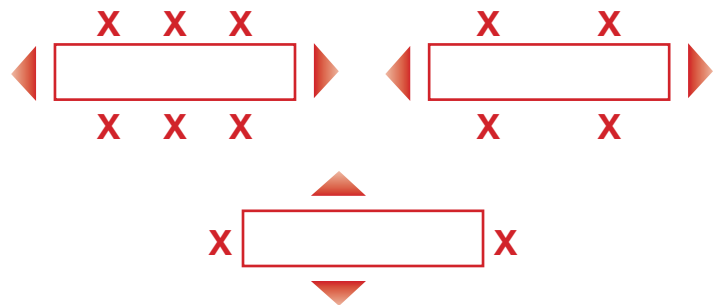
Pupils turn and walk forwards, looking in the direction of travel



A bench

Six or four pupils - three or two pupils evenly spread along each long side

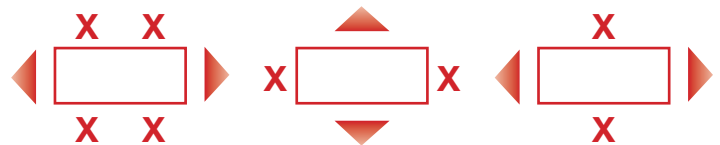
Two pupils – one either end, facing the bench, turn and walk forwards



A bar box/table

Four pupils – two pupils positioned along each long side

Two pupils – one pupil positioned along opposite sides depending on the size/weight



Wall bars

Four pupils – two pupils positioned along each long side

Two pupils – one pupil positioned along opposite sides depending on the size/weight

Key

X = pupil

▶ = direction of travel



Cambridgeshire
County Council



Cambridgeshire
Sport & Education Partnership

Teaching Games

The development of the knowledge, skills and understanding to enable pupils to take part successfully in games can unlock a range of activities for children, from traditional sports through to newer and/or different activities. Games can be for an individual or a large team and as such require not only a range of physical skills and competence, but also an understanding of communication and support, an appreciation of both collaboration and competition, and the capacity to understand and cope with both winning and losing. As such games, can play a major role in helping to develop character, determination and resilience, as well as helping pupils to become physically more expert and enjoy developing their personal best to be able to take part in a range of games successfully.

The new National Curriculum 2014 for Physical Education takes a fresh approach to the teaching of Games, focussing on developing fundamental movement skills in Key Stage one whilst engaging in competitive (both against self and against others) physical activities, specifically team games, where pupils should develop simple tactics for attacking and defending. This approach is reflected in this Scheme, whereby Games lessons focus on learning the fundamentals through a multi-skills teaching approach.

In Key Stage two, pupils will apply and develop a broader range of skills and learn to play competitive games, modified where appropriate, and apply basic principles of attacking and defending. As such, the units of work are developmental, with a generic skill and sport development approach in lower Key Stage two, moving into a sports specific focus in upper Key Stage two. The units have also been designed to complement the local School Games competition structure.

Types of Games

Many games played in schools traditionally fall into the category of **Invasion Games**; where players have to invade their opponents' space/territory in order to score, either over a line, into a goal, or into a hoop or basket. In the primary age range the skills that develop this competence over time are introduced in Reception and Key Stage one, developing into small, modified versions of Invasion Games in lower Key Stage two and then into larger, still modified versions of the full invasion game that is usually introduced during Key Stage three. Traditionally these types of games have included; netball, hockey, football, tag rugby, basketball and more recently handball, korfball.

Other large sided games for PE (in their full version) are those of **striking and fielding games** such as cricket and rounders. The process of developing the competence to take part in small modified versions of these games by the end of Key Stage two is the same as described above, part of the child's journey to becoming more physically literate over time.

Net games are those that, as the name suggests, are conducted over a net, on a court and involve a racket and a ball. These games are for individuals or pairs and require a high level of hand eye co-ordination, even in the simple modified formats. Once again the journey to becoming competent to be successful in net games starts in simple striking, sending and returning activities that will require time to practice and refine, from Key Stage one upwards.

The opportunities for 'extra practice' for all of the different types of games, through general outdoor play, at playtimes and lunchtimes should be encouraged to enable pupils to self-select, sometimes with guidance, (for example by rotating the type of equipment available on different days of the week) and practice their skills in a relaxed, informal enjoyable way. This approach can have a direct impact on the formal curriculum taught sessions and accelerate children's progress in games, also enabling those who need more help with these gross motor skills to practice and develop their competence.

The units of work in this scheme have been designed to offer pupils a range of game experiences covering net, striking and invasion games, developing skills, knowledge and understanding progressively over time. The units have a suggested year group but are designed to be flexible, up or down a year group, depending on the general competence level of the class.

Whilst the units of work are for our more usual, recognised games, their delivery method could cover another modified sport, with the necessary technical skill aspects changed accordingly.

The games appendices provide examples of how to use space effectively and will need applying to each school's own circumstances of space. The grids for games are a useful method of organising pupils to operate in space safely, with defined boundaries and enough space to be challenged or supported accordingly.

Indoor Games

Most of the Key Stage one lessons can be adapted easily for use indoors in the event of poor weather conditions, with consideration given to the size of space and number of children. However, careful consideration must be given to using larger or heavier implements indoors and also moving about quickly in small teams; each school must assess the associated risks of these activities accordingly.

These considerations apply equally to Key Stage two and where appropriate, in the units of work it has been stipulated as to the activity's suitability for indoor games.

The National School Games Programme

The National School Games Programme provides an opportunity for children to apply learned games skills and understanding in a competitive situation through a progressive, controlled process of development.

Children learn the skills and understanding in the curriculum, starting in reception and Key Stage one through to upper Key Stage two, preparing them for intra-competition against other children within their own school (Level 1). From these controlled experiences children progress to competing against other schools: inter-competition (Level 2). The Competition Framework appendix provides an advised developmental framework of competitions for each age group that take place locally. Level 3 competitions are the annual County events that Level 2 winners compete in. Further challenge and competition resource cards can be found on the School Games website; www.yourschoolgames.com/

Other resources and appendices

The most relevant support is to be found in the appendices immediately after the units of work. Further resources are to be found in the Introduction to the Scheme booklet and also on the cd-rom. The cd-rom contains all the multi skills festivals resources.

Multi-skills Festivals

These packs have been designed to aid the delivery of multi-skills within your school and provide all the information required to run a Multi-skills Festival to develop Key Stage 1 and Key Stage 2 intra-school competition.

There are generic Multi-skills Festivals and Games Festivals covering the areas of Net and Wall, Invasion and Striking and Fielding. They are designed so there can be as many or as few stations as required, however, having a carousel of activities, which accommodates small groups of pupils, can ensure maximum participation for all.

Within each festival there is an explanation of each activity along with the equipment needed, scoring options and suggested progressions. Teachers can then select the number of activities according to space and equipment available, and numbers of children participating. The full list of activities is to be found on the cd-rom, in easily printable versions showing the set-up of the activity that can be laminated for outdoor use.

KS1 Generic Multi-skills Festival

This resource provides you with all the information you need to run a Generic Multi-skills Festival for KS1. All of the activities are adaptable. The festival can be based on as many stations as you have the space or time to accommodate.

This festival is targeted at pupils in Years 1 and 2. The festival can be scored in a number of different ways and can be delivered as an inter or intra school competition.

	Station	Equipment
1	Batty	Bats of varying size (1 per pair) Bean bags/ball of varying small size (1 per pair)
2	Bean Bag Balance	Lines on the floor 1 bean bag per child
3	Target Throw	1 hoop per pair 5 bean bags per hoop
4	Standing Jump	A mat or grass area 1 cone per child
5	Throw, Catch, Clap	A large sponge ball per child
6	Speed Bounce	A line or speed bounce wedge
7	Copy the Balance	None
8	Around the Body	1 ball per child e.g. KS1 activity ball
9	Roll of the Dice	1 Dice with numbers 2, 3, 4 on it
10	Ball Relay	1 large ball per pair

The cd-rom contains all the multi skills festivals resources.

KS2 Generic Multi-skills Festival

This resource provides you with all the information you need to run a Generic Multi-skills Festival. All of the activities are adaptable. The festival can be based on as many stations as you have the space or time to accommodate.

This festival is targeted at pupils in Years 3 – 6. The festival can be scored in a number of different ways and can be delivered as an inter or intra school competition.

	Station	Equipment
1	Target	4 Hoops per team 4 Bean Bags per team
2	Balance	No equipment necessary but the following can be used, Balance Beam / Line on the floor Wobble Cushions Bean Bags
3	Skipping	Skipping ropes per pupil
4	Agility	Agility Ladders/Lines on floor/Chalk to draw lines Spots/Cones
5	Hurdles	Mini Hurdles (if no hurdles use lines) Spots or cones
6	Rolling	1 Balls per pair 4 Cones per pair
7	Racket and Ball	1 Ball per pupil 1 Racket per pupil Cones
8	Ball Handling	1 size 4 netball/football or similar per pupil A variety of different size/shape balls e.g. tennis balls, rugby balls, volleyballs
9	Body Parts	Large Dice (numbered 1 – 6) Bean Bags
10	Bean Bag Challenge	Bean bags (as many as possible, the more the better)

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Net Multi-skills Festival

This resource provides you with all the information you need to run a Net and Wall Festival. All of the activities are adaptable, and equipment from tennis, badminton, table tennis and squash can be substituted into stations where necessary.

The festival can be based on as many stations as you have the space or time to accommodate.

This festival is targeted at pupils in Years 3 – 6. The festival can be scored in a number of different ways and can be delivered as an inter or intra school competition.

	Station	Equipment
1	Passing Shuttle Relay	2 Rackets per team 1 ball/bean bag per team Floor markings/cones
2	Keepy Ups	1 racket each 1 ball/ shuttle each
3	Target Bounce	4 Hoops 8 Cones 4 Rackets 12 Sponge Balls
4	All Served Up	1 Volleyball/large sponge ball each
5	Balancing Relay	1 Racket per person 1 Bean/Ball/Shuttle per team
6	Dig This	1 Volleyball/large sponge ball per pair
7	Target Hoop	2 Rackets per team 1 Tennis Ball/Shuttle per team 1 Hoop per team
8	Sitting Volleyball	1 Volleyball/large sponge ball per game Floor markers
9	Reactions	1 Ball/Volleyball per pair Floor markers
10	Side Step Relay	Floor markers Bean Bags – as many as possible 2 Hoops

The cd-rom contains all the multi skills festivals resources.

Invasion Games Festival

This resource provides you with all the information you need to run an Invasion Games Festival. All of the activities are adaptable, and equipment from the Invasion Games can be substituted into stations where appropriate.

The festival can be based on as many stations as you have the space or time to accommodate.

This festival is targeted at pupils in Years 3 – 6. The festival can be scored in a number of different ways and can be delivered as an inter or intra school competition.

	Station	Equipment
1	Kicking Through Gates	2 cones per pair
2	Circle Passing	1 ball per number on the inside circle Cones
3	Hockey Dribble	2 Hockey sticks and balls per team 8 Cones per team
4	Target Shooting	2 small goals or large hoops (on floor or lifted) or cones to mark out goals 1 Basketball 1 Football
5	Number Passing	2 Balls Cones/lines to mark out 2 equal sized areas
6	To Tag or Not To Tag?	1 Tag Belt and 2 Tags per pupil
7	Ball Bouncing	1 Ball per pupil
8	Reaction Drop	2 Tennis balls or similar per pair
9	Number Striking	Hockey Stick per pupil 2 Hockey balls Cones/lines to mark out 2 equal sized areas
10	Ball Handling	2 Rugby Balls Spots/cones

The cd-rom contains all the multi skills festivals resources.

Striking and Fielding Festival

This resource provides you with all the information you need to run a Striking and Fielding Festival. All of the activities are adaptable. The festival can be based on as many stations as you have the space or time to accommodate.

This festival is targeted at pupils in Years 3 – 6. The festival can be scored in a number of different ways and can be delivered as an inter or intra school competition.

	Station	Equipment
1	Cricket Strokes	10 large balls 10 tennis balls or similar 6 cones
2	Target Hoops	4 different coloured hoops per 4 players 4 matching bean bags per hoop (16 in total)
3	Quick Rounders	7 cones 20 bean bags 2 hoops 1 small ball/1 large ball Whistle
4	Wicket Hit	10 cones 2 sets of indoor stumps (or anything upright and similar in size)
5	Catch It!	8 tennis balls 8 sponge balls 8 large balls
6	Run and Field	10 cones 2 tennis balls
7	Target Push	4 sets of 3 different size targets 4 cones A line/throw down lines/chalk Balls of your choice
8	Move It	32 cones 4 Unihoc sticks or tri golf putters 4 tennis balls/4 medium sponge balls
9	Shoot and Score	16 bean bags (2 per pupil) 4 large balls 4 cones
10	Fielding	12 cones

The cd-rom contains all the multi skills festivals resources.

Assessment in Games

	YEAR 1	YEAR 2	YEARS 3 AND 4	YEARS 5 AND 6	Beyond Yr 6
FS/Reception	YEAR 1 I can stop a ball with basic control	YEAR 2 I can stop / catch / strike a ball with control and accuracy	YEARS 3 AND 4 I can control, strike, catch a ball whilst moving and keep possession with some accuracy	YEARS 5 AND 6 I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules.	Beyond Yr 6 I can control movement with a ball in an opposed situation whilst moving
	I can stop a ball with some control	I can pass a ball to someone else and receive a ball when moving	I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.	I can move with a ball in opposed situations (quicksticks/ football) and attack and defend in a small sided game.	I can combine accurate passing skills / techniques in games
	I can send a ball in the direction of another person and collect a ball	I can take part in conditioned games with opponents	I am beginning to influence the conditioned games with opponents. I can describe what others do well	I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance	I can advise and help others in their techniques in a game
	I can often control a ball on my own	I can take part in sending and receiving activities with a partner	I can talk about why it is important to warm up / cool down and lead a partner through short warm up routines	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.	I understand and can explain the short term effects of exercise, warming up and cooling down. I understand and can explain long term effects of exercise.
	I can move with a ball in space safely and can talk about ways to keep healthy	I understand about exercising, being safe and the short term effects of exercise	I can talk about why it is important to warm up / cool down and lead a partner through short warm up routines	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.	I understand and can explain the short term effects of exercise, warming up and cooling down. I understand and can explain long term effects of exercise.

Competition Framework

Level 1: Intra-competition within own school

Level 2: Inter-competition against other schools

Level 3: County School Games Finals

This is a guide to the competition formats that are available to schools through the School Games Programme and National Governing Bodies of Sport. These formats provide the appropriate pathway of development for children to experience high

quality competition. You may be able to access some of these competitions at Level 2 through your School Sports Partnership. It is important for children to experience a Level 1 competition to prepare them for the demands of a Level 2 Competition.

	YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Athletics	Athletics themed Multi-skills Festival	Quad Kids Sports Hall Athletics	Quad Kids Sports Hall Athletics
Dance	Dance Festival / Share	Dance Festival / Share	Dance Festival / Share
Games	Games Themed Multi-skills Festival	Mini-Red Tennis Kwik Cricket	ESFA 7-a-side Football High 5's Netball Kwik Cricket Quicksticks Hockey Tag Rugby
Gymnastics	British Gymnastics Key Steps 1	British Gymnastics Key Steps 2	British Gymnastics Key Steps 3



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