

Cambridgeshire  
Scheme of Work  
for Physical  
Education



Dance, Games  
and Gymnastics  
for Year 1

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# 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](http://www.theallybrennantrust.com)

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# Year 1 Introduction

As pupils transition from Reception into Year 1 they are developing an increasing understanding of all things physical, recognising activities and sports as well as developing increasing control, co-ordination, balance and agility. They become more skilful and can apply themselves in to a range of situations, taking on new levels of challenge.

They embark on the programme of study that forms the national curriculum for Physical Education that expects them to 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, engaging in competitive and co-operative physical activities'. (DfE NCPE)

The units in this scheme provide opportunities for pupils to transition from reception into recognised activities, to develop their agility, balance and co-ordination, the ABC of Physical Education and work with increasing control, and confidence. They explore ideas and allow pupils to express themselves and perform in Dance, develop simple skills and control in Gymnastics, and become increasingly controlled and confident Games activities. Pupils will over time, engage in competitive (both against self and against others) and

co-operative physical activities. These units are based on Dance, Games and Gymnastics areas work as the core skills and knowledge that pupils need to develop physically and as the foundations for taking part in more formal activities in subsequent years.

These units of work have been designed to allow pupils to develop their gross motor skills such as ball handling, gross gymnastics skills and dance movements, whilst developing their fine motor skills. There is an increasing range of evidence that links the development of gross motor skills and upper body strength and control, towards helping the development of fine motor skills, such as manipulation and writing skills.

For this year group, there will be a wide range of physical development and understanding, so school staff must consider where each pupil is in their stage of development and use this information to plan challenging activities and enjoyable experiences. As such the units allow for a wide range of activities and differentiation can be easily applied, see the Principles of Progression in Gymnastics and the STEP guide in Dance and Games for further support. Each area of work has a simple guide at the beginning of that section to aid teachers to plan the most appropriate delivery for their pupils.

## 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 Task** 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 takes 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

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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.

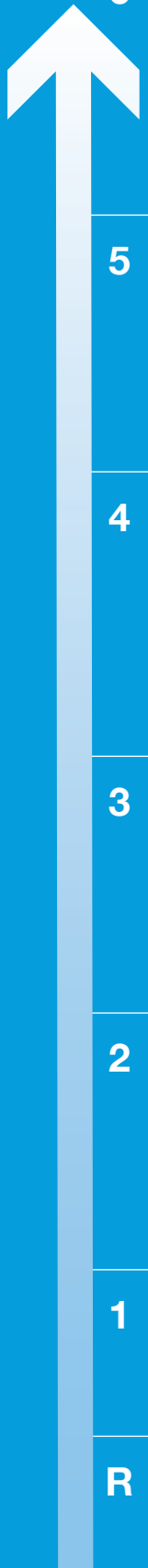
## Other Resources and Appendices

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, such as curriculum guidance, the National Curriculum for Physical Education (2014), the teaching and learning process, assessment and links to other areas of the curriculum. The cd-rom contains all the multi skills festivals resources.

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# 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.



# 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.

# Moving Words

## Unit overview

<p><b>Area of activity:</b> Dance</p>	<p><b>Unit title:</b> Moving Words</p>	<p><b>Venue:</b> Hall</p>	<p><b>Further support:</b> The basic structure of this unit could be used for any action words e.g. swing, turn, fall; whirl, float, pounce; gallop, twist, leap; crawl, slide, arch, etc.</p>
<p><b>Key stage:</b> One</p> <p><b>Year group:</b> One or reception</p>	<p><b>Curriculum objectives:</b> Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli.</p>	<p><b>Key concepts:</b> How to interpret words and perform them through physical actions. Expressing ideas and responding to a range of stimuli. Making dances with clear start/middle/end. Observation tasks and opportunities to describe the different action word movements/phrases and to use the information to improve performance should be included throughout the unit of work.</p>	
<p><b>Resources:</b> Flash cards of action words. Moving words track on the supplied cd. Alternative music; Incantations: Sergeant Early's Dream and Ghost Dances – Ojos Azules</p>	<p><b>Links to other topics:</b> Links to other topics: pupils explore and perform series of words which supports the development of vocabulary and onomatopoeic ideas.</p>	<p><b>Core task:</b> Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>	

	Lesson 1	Lesson 2	Lesson 3
<b>Lesson outline</b>	Develop the actions of gesture and travel, including stepping patterns which express different characters and explore compositional ideas of action/reaction.	To develop the range of action words performed and introduce music to the motif.	Develop the motif into an individual dance phrase to music and start to explore a phrase with a partner.
<b>Learning outcome</b>	Can perform a short motif using action words as stimuli that has different levels, direction and dynamics.	Can perform a short motif of action words to music.	Can perform creeping, stepping and spinning actions as a dance phrase, to music.

	Lesson 4	Lesson 5	Lesson 6
<b>Lesson outline</b>	Perform phrases and observe and describe movements, and suggest ways to improve their performance.	Perform phrases with contrasting dynamics and observe and describe movements, and suggest ways to improve their performance.	Perform the core task to music.
<b>Learning outcome</b>	Can perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison.	Can perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison.	Can perform short dances based on-action words, whole body actions, part body actions, travel and gestures with a clear start and finish and with repeated shapes and actions in the middle.

# Moving Words

## Lesson 1

Lesson No: 1	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create movements and phrases using action words as stimuli.</li> <li>To perform action word movements and phrases with contrasting dynamics.</li> </ul>	<p>Below – Perform movement phrases with control. Met – Perform short action word motifs to create a phrase of three stepping actions and link together to showing contrasting dynamics/timing. Above – Perform short action word motifs to create a phrase of three stepping actions and link together to showing contrasting dynamics/timing with control and fluency.</p>	
<p><b>Core task</b></p> <p>Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Introduce the action words of CREEP and STEP through teacher led warm up.</li> </ul> <p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>Introduce creep as an action word.</li> <li>Pupils explore creeping actions.</li> </ul>	<p>Teacher calls out the word, demonstrates and then pupils copy whilst on the move.</p> <p>Creep can be light on the feet/toes or plodding/heavy.</p> <p>Slow, controlled, stealth</p> <p>Encourage use of space and controlled action.</p> <p>Ensure pupils do one at a time</p> <p>Encourage pupils to explore level and direction/change of in their motif.</p>	<p>Pupils to be aware of each other as they move around the room.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> Some pupils may need more demonstration or help to stay light on their toes.</p>
<ul style="list-style-type: none"> <li>Develop creeping actions through changing the action, changing the level and direction.</li> </ul>		
<ul style="list-style-type: none"> <li>Pupils select three creeping actions and link together to produce a short dance motif.</li> <li>Practise and refine creeping motif focusing on the quality/dynamics of the movement.</li> </ul>		

**Key vocabulary:** Creep, step, low, medium, high, peering, forwards, backwards, sideways, turn, travel.

	<p><b>More able</b> The more able should be able to combine the movements together fluently even when travelling at speed.</p>	<p><b>Extension activity, if time:</b> Pupils observe a partner and perform their motif. Introduce the music and attempt their creeping motif to it.</p>
<ul style="list-style-type: none"> <li>▪ Introduce step as an action word.</li> <li>▪ Pupils explore stepping actions.</li> <li>▪ Develop stepping actions through varying body size, speed, direction and level.</li> <li>▪ Pupils select three stepping actions and link together to produce a short dance motif.</li> <li>▪ Practise and refine stepping motif, focusing on the quality/dynamics of the movements.</li> </ul>	<p>Is the action fast or slow – does it contain both?</p> <p>Step can be light on the feet/toes or heavy/stamping.</p> <p>Encourage the use of wide, tall, small, tucked shapes to vary the body size. Ensure the pupils can demonstrate the different elements in combination after teacher demonstration</p>	<p><b>Lesson review/cool down</b> Pupils review their action words in pairs and decide what they need to improve on next lesson, 'two stars and a wish'.</p>

# Moving Words

## Lesson 2

Lesson No: 2	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create movements and phrases using action words as stimuli.</li> <li>To perform action word movements and phrases with contrasting dynamics.</li> </ul>	<p>Below – Perform movement phrases with control and timings.            Met – Perform short action word motifs to create a phrase of three stepping actions and link together to showing contrasting dynamics/timing.            Above – Perform short action word motifs to create a phrase of actions showing contrasting dynamics/timing with control and fluency.</p>	
<p><b>Core task</b></p>	<p>Create, perform and share short dances based on action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>	
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Teacher led warm up to recap creep and stepping actions from last lesson.</li> </ul> <p><b>Main teaching activities:</b></p> <ul style="list-style-type: none"> <li>Introduce SPIN as an action word.</li> </ul>	<p>What does it mean? Other similar words such as rotate.</p> <p>Start slowly and demonstrate a quarter, then half turn. Explore spinning on heel, on ball of foot, on whole foot, with swing of arms, without (use core/hips to aid rotation). Increase speed but keep the spin under control. Which works best?</p>	<p>Ensure pupils have enough space when spinning and know how to stay in control.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b>            Stick to one spinning action and focus on shape and level.</p>
<ul style="list-style-type: none"> <li>Pupils explore spinning actions/movements on different body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explore bottom knees, whole back etc. Explore how the arm position; wide, close to body, above head, changes the spin.</li> </ul>	

**Key vocabulary:** Creep, spin, step, low, medium, high, pathway, turn, travel, stillness.

	<p>The spin can be slow/fast but must be controlled.</p> <p>Explore wide shapes, tall, tucked shapes, at different levels, slow, fast.</p>	<p><b>More able</b> Ask pupils to perform a spinning action whilst travelling, staying in control.</p>
<ul style="list-style-type: none"> <li>▪ Develop spinning, through shape, level, speed and travel.</li> <li>▪ Pupils select and practice three spinning actions.</li> <li>▪ Pupils put the three spinning actions to the music.</li> <li>▪ Take one motif from last lesson (creep or step) add the three spinning actions and practice to the music.</li> <li>▪ Add the other motif to the phrase.</li> <li>▪ Pupils combine the creeping motif, the stepping motif and three spinning actions to perform a dance phrase.</li> </ul>	<p><b>Lesson review/cool down</b> Select two pupils whose individual elements are of good quality to demonstrate to the class, to reinforce the control and quality.</p>	<p><b>Extension activity, if time:</b> Pupils combine the creeping motif, the stepping motif and three spinning actions to perform the dance phrase to the music.</p>

# Moving Words

## Lesson 3

Lesson No: 3	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To create movements and phrases using action words as stimuli.</li> <li>To perform action word movements and phrases with contrasting dynamics.</li> <li>To observe and describe action word movements, and suggest ways to improve their performance.</li> </ul>	<p>Below – Perform movement phrases with control and timings. Met – Perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison. Above – Perform short action word motifs to create a phrase of actions showing contrasting dynamics/timing/unison with control and fluency.</p>	
<p><b>Core task</b></p> <p>Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Explore movements using the action words covered to date or new ones such as walking, skipping, leaping, sliding, turning, twisting, stretching.</li> </ul> <p><b>Main teaching activities:</b></p> <ul style="list-style-type: none"> <li>Recap the action words performed to date, recap the motif and spinning actions from last lesson.</li> <li>Combine the creeping motif, the stepping motif and spinning actions into a dance phrase and practice to the music.</li> <li>Practise and refine dance phrase focusing on contrasting dynamics control and continuity of the movements.</li> <li>In two's, watch their partners phrase and suggest 'two stars and a wish'. Swap over.</li> </ul>	<p>Teacher calls out the word, demonstrates and then pupils copy whilst on the move.</p> <p>Focus on quality of expression of the action word.</p> <p>Use the key vocabulary words as suggestions for inclusion.</p> <p>Encourage pupils to watch their partners' actions carefully.</p>	<p>Pupils aware of each other as moving around.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> When working in pairs, one may follow a stronger pupil who leads.</p>



**Key vocabulary:** Creep, spin, step, low, medium, high, forwards, backwards, sideways, diagonal, pathway, pattern, turn, jump, travel, stillness.

<ul style="list-style-type: none"> <li>▪ Individually practice to improve their phrase.</li> <li>▪ In two's, watch their partners phrase and then copy their partners phrase and practise this.</li> <li>▪ In two's, combine both phrases to produce a longer sequence of movements, focusing on unison.</li> <li>▪ Practise and refine the duo dance phrase focusing on timing of movements and contrasting dynamics.</li> <li>▪ Split the whole class in half and have half perform their phrase whilst the other half watches, take feedback on what the half watching saw that worked well and then swap the halves over.</li> </ul>	<p>Encourage pupils to watch their partners' actions carefully and try one action at a time until its controlled and fluid.</p> <p>Pupils can alternate actions or do one set followed by another in the new phrase.</p> <p>Some pupils may need to be told to watch specific pupils to aid their focus.</p>	<p><b>More able</b> Some may be ready to include an element of canon which will need explaining to them, see dance terminology in the appendix section.</p>
<p><b>Lesson review/cool down</b> Have the key action words used to date on the board or flip chart paper and review the dance development to date, as a group.</p>	<p><b>Extension activity, if time:</b> Observe another pair and do "two stars and wish".</p>	

# Moving Words

## Lesson 4

Lesson No: 4	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>■ To create movements and phrases using action words as stimuli.</li> <li>■ To perform action word movements and phrases with contrasting dynamics.</li> <li>■ To observe and describe action word movements and suggest ways to improve their performance.</li> </ul>	<p>Below – Perform and link movement phrases with control and timings. Met – Perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison. Above – Perform short action word motifs to create a phrase of actions showing contrasting dynamics/timing/unison with control and fluency.</p>	
<p><b>Core task</b></p> <p>Create, perform and share short dances based on action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>■ Explore movements using the action words covered to date or new ones not covered yet such as tuck, ball, crouch, tall, leaping, jump, explode.</li> </ul> <p><b>Main teaching activities:</b></p> <ul style="list-style-type: none"> <li>■ Recap the pair phrase from last lesson, allow plenty of time to practise and refine.</li> <li>■ Teach a short class motif based on the warm up movements;               <ul style="list-style-type: none"> <li>- Begin crouched in a ball, jump to tall shape.</li> <li>- Bring/close arms in to chest.</li> <li>- Jump hands and feet out sideways to make a wide stretched shape.</li> <li>- Jump feet back together and have arms straight by side.</li> <li>- Slowly lower to knees then all fours.</li> <li>- Tuck into ball and rotate onto the bottom.</li> <li>- Push off floor to spin round on bottom.</li> </ul> </li> </ul>	<p>Teacher calls out the word, demonstrates and then pupils copy whilst on the move.</p> <p>Focus on quality of expression of the action words.</p> <p>Teacher demonstrates the motif parts slowly, emphasising the key words. Repeat as needs be then add in the next part. Emphasise controlled actions, tension, control and dynamic actions.</p> <p>Use key words with the pupils for each section of the Motif to help them as they perform.</p>	<p>Pupils aware of each other when moving around the space.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> When working in pairs, one may follow a stronger pupil who leads.</p>

**Key vocabulary:** Creep, spin, step, low, medium, high, peering, forwards, backwards, sideways, diagonal, pathway, pattern, gesture, turn, jump, travel, stillness.

	<p><b>More able</b> Challenge them to use a variety of clear pathways in their dance. Pair with less able in a lead and follow formation.</p>	
	<ul style="list-style-type: none"> <li>■ Crouch</li> <li>■ Jump up</li> <li>■ Close arms</li> <li>■ Jump sideways</li> <li>■ Jump together</li> <li>■ Tuck</li> <li>■ Spin</li> </ul> <p>Allow plenty of time to practise and refine. Repeat to the music.</p> <p>Teacher chooses if the taught motif is at the start or end of the pupil's phrase. At the start is easier to remember it but pupils then need to remember their own phrase; end is harder to remember the taught motif but easier to remember their own phrase. Have the taught motif words on the board/screen for pupils to follow. Allow plenty of time to practise and refine.</p> <p>Discuss the contrasting dynamics needed i.e. fast/slow etc.</p> <p>Is there control and fluency, have they used contrasting dynamics?</p>	<p><b>Extension activity, if time:</b> After the pairs observation, go back to practise, based on the feedback from two stars and a wish.</p>
	<ul style="list-style-type: none"> <li>■ Combine the (creeping motif, the stepping motif and spinning actions) dance phrase with the new taught motif.</li> <li>■ Combine the (creeping motif, the stepping motif and spinning actions) dance phrase with the new motif and practise to the music.</li> </ul> <ul style="list-style-type: none"> <li>■ Link two pairs together to observe each other's dance performance, completing two star and a wish.</li> <li>■ Review the key words, creep, step, spin etc on the board and discuss the quality that these movements need.</li> </ul>	<p><b>Lesson review/cool down</b> Recap the main vocabulary from the lesson whilst cooling down.</p>

# Moving Words

## Lesson 5

Lesson No: 5	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>■ To create movements and phrases using action words as stimuli.</li> <li>■ To perform action word movements and phrases with contrasting dynamics.</li> <li>■ To observe and describe action word movements, and suggest ways to improve their performance.</li> </ul>	<p>Below – Perform and link movement phrases with control and timings.            Met – Perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison.            Above – Perform short action word motifs to create a phrase of actions showing contrasting dynamics/timing/unison with control and fluency.</p>	
<p><b>Core task</b>            Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>■ Explore movements using the action words covered to date or new ones not covered yet such as walking, skipping, leaping, sliding, turning, twisting, jump, explode.</li> </ul> <p><b>Main teaching activities:</b></p> <ul style="list-style-type: none"> <li>■ Recap the pair phrase from last lesson, practise and refine.</li> <li>■ Introduce a new word from the warm up as an action word.</li> <li>■ Pupils explore the new word actions. Either on their own or as part of their pair.</li> <li>■ Develop the new action through changing the level and direction.</li> </ul>	<p>Focus on quality of expression of the action words. Teacher either chooses the word or the class, or allows pupils to choose to develop their composition skills.</p> <p>Is there a clear word, is there control and fluency, have they used contrasting dynamics?</p>	<p>Pupils aware of each other when moving around the space.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b>            Can copy their partner with the new word and combine it with one change of direction.</p>

**Key vocabulary:** Creep, spin, step, low, medium, high, peering, forwards, backwards, sideways, diagonal, pathway, pattern, gesture, turn, jump, travel, stillness.

<ul style="list-style-type: none"> <li>■ Combine the (creeping motif, the stepping motif and spinning actions) dance phrase with the new action.</li> <li>■ Combine the (creeping motif, the stepping motif and spinning actions) dance phrase with the new action and practice to the music.</li> <li>■ Pairs dance performance, half group dance, half group observe and appreciate. Swap over.</li> <li>■ Review the key words, creep, step, spin etc on the board and discuss the quality that these movements need.</li> </ul>	<p>Allow plenty of time to practise and refine.</p> <p>Some pupils feedback on some pairs using two stars and a wish.</p>	<p><b>More able</b> Introduce patterns in to their pathways and 1 diagonal.</p>
<p><b>Lesson review/cool down</b> Decide if they gave a good performance or not, and why. Discuss the final performance next lesson.</p>	<p><b>Extension activity, if time:</b> After the pairs observation, go back to practice, based on the feedback from two stars and a wish.</p>	

# Moving Words

## Lesson 6

Lesson No: 6	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>■ To create movements and phrases using action words as stimuli.</li> <li>■ To perform action word movements and phrases with contrasting dynamics.</li> <li>■ To observe and describe action word movements, and suggest ways to improve their performance.</li> </ul>	<p>Below – Perform and link movement phrases with control and timings.            Met – Perform short action word motifs to create a phrase of actions and link together to showing contrasting dynamics/timing and unison.            Above – Perform short action word motifs to create a phrase of actions showing contrasting dynamics/timing/unison with control and fluency.</p>	
<p><b>Core task</b></p> <p>Create, perform and share short dances based on action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>■ Use the taught motif, interspersed with travelling actions for the warm up.</li> </ul> <p><b>Main teaching activities:</b></p> <ul style="list-style-type: none"> <li>■ Review all actions, motif, and phrases to date.</li> <li>■ Practise all sections of the dance.</li> <li>■ Perform all sections together as a completed dance or just selected sections.</li> </ul>	<p>Go through the core task on the board ensuring that pupils see where their work meets the different sections. Discuss gesture and allow time for pupils to add this to their finished piece.</p>	<p>Pupils aware of each other when moving around the space.</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b>            Allow less actions and more repetitions in their finished piece.</p>

**Key vocabulary:** Creep, spin, step, low, medium, high, peering, forwards, backwards, sideways, diagonal, pathway, pattern, gesture, turn, jump, travel, stillness.

<ul style="list-style-type: none"> <li>▪ Preparing for and then complete the final Performance.</li> <li>▪ Arrange for another class to come and watch the final performance for the last 15 minutes.</li> </ul>		<p><b>Lesson review/cool down</b> Discuss if they gave a good performance or not, and why, give feedback to pupils.</p>
	<p>Pause the class to evaluate what is happening. Pupils should be encouraged to use the evaluation information from this lesson and last lesson to improve their performance.</p>	<p><b>Extension activity, if time:</b> Show video performance to class and others.</p>
	<p><b>More able</b> Challenge them to meet all the aspects of the core task</p>	

# Scheme of Work for Physical Education – Dance terms and definitions

Dance terms	Definitions
Accent	Emphasis on a particular movement
Action and reaction	The movement of one dancer initiates the other dancer to respond
Basic actions	Describe what the body is doing. 5 basic actions travel, jump, turn, gesture, stillness
Binary (A,B)	'A' section followed by a contrasting 'B' section
Canon	One part is followed by another in time, the actual amount of time that one part of the group is in front of another can vary
Compose	To explore, improvise, select, shape and refine movements into dance phases or whole dances
Contact	Contact can be brief, sustained, partial weight bearing, full weight bearing or assisted flight
Copy	All dancers do the same as each other, using the same body part, regardless of their position in space
Direction	Where in space, forwards, backwards, sideways, diagonally
Formation	The spatial placing and shape of the group according to the audiences' perspective
Gesture	Any action done with any part of the body not taking weight
Improvise	An immediate movement response to a specific idea or stimulus



Lead and follow	Following the pathway of another dancer
Level	Where in space, low, medium, high
Meet and part	Dancers move away and towards one another. Use space
Mirroring	Dancers reflect their partners' movement exactly
Motif	A single movement or short movement phrase which reflects the dance idea
Motif development	The adoption, variation and extension of the motif/phrase. Development may be through changes in action, space, time and dynamics/quality of the motif/phrase
Pathway	Where in space, straight, curved, zigzag
Question and answer	One dancer performs a movement whilst the other dancer is still, and then the other performs a reply whilst the first is still. Conversation using movement
Repetition	Repeating certain movements
Size	Vary the size of the movement, smaller, larger
Speed	Vary the pace of the movement, fast, slow, accelerate, decelerate, pauses
Stimulus	A starting point which initiates ideas for movement
Unison	All dancers are performing at the same time

# STEP – Dance differentiation

STEP stands for: How can I change the activity to make it inclusive?	
Space	<p><b>Where?</b></p> <ul style="list-style-type: none"> <li>■ General           <ul style="list-style-type: none"> <li>- Big, small, groups, shapes</li> </ul> </li> <li>■ Direction           <ul style="list-style-type: none"> <li>- Up, down, in, out, forward, backward, around, through, sideways</li> </ul> </li> <li>■ Level           <ul style="list-style-type: none"> <li>- Low, medium, high</li> </ul> </li> <li>■ Pathways           <ul style="list-style-type: none"> <li>- Straight, diagonal, curved, zigzag, circular</li> </ul> </li> </ul> <p><b>For inclusion</b></p> <ul style="list-style-type: none"> <li>■ Adaptation of area – more space can be more physically demanding, less space may improve orientation and spatial awareness</li> <li>■ Distance travelled</li> <li>■ Use of zoned area. Children work in specific zones ('in their own space')</li> <li>■ Nearer to/further away from partner</li> <li>■ Orientation, e.g. of visually-impaired children.</li> </ul>

<b>Task</b>	<p><b>What?</b></p> <ul style="list-style-type: none"> <li>■ Actions.</li> <li>- Stepping, turning, jumping, shaking, wiggling, stillness.</li> <li>- Singular, in combination, short phrase, dance.</li> <li>■ Dynamics.</li> <li>■ Fast, slow, wise, light, heavy, moods, feelings.</li> </ul> <p><b>For inclusion</b></p> <ul style="list-style-type: none"> <li>■ Simplify the dance or introduce specific conditions, e.g. concentrate on upper or lower limbs from a standing or seated position.</li> <li>■ Rotate roles or allocate specific roles.</li> <li>■ Vary the speed (slower/faster) or intensity of the activity.</li> <li>■ Change interpretation to aid inclusion, e.g. a jump can be interpreted as a stretch.</li> <li>■ Be flexible.</li> <li>■ Try different ways of approaching the same task.</li> </ul>
<b>Equipment</b>	<p><b>What?</b></p> <ul style="list-style-type: none"> <li>■ Music, pictures, video.</li> <li>■ Percussion.</li> <li>■ Size, weight, shape, length.</li> <li>■ Texture, colour, e.g. for visibility.</li> <li>■ Length, e.g. of handle in sweeping activities.</li> </ul>
<b>People</b>	<p><b>What?</b></p> <ul style="list-style-type: none"> <li>■ Individual, partner, small group or larger group work.</li> <li>■ Roles, character and style.</li> <li>■ Changes discussed and agreed by the whole group.</li> </ul>

# Assessment in Dance

FS/Reception	YEAR 1	YEAR 2	
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 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 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 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	

	<b>YEARS 3 &amp; 4</b>	<b>YEARS 5 &amp; 6</b>	<b>Beyond Yr 6</b>
	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 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 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 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

# 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.



# 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 + coordination of both your body movement and the hand apparatus and that you show variety in speed, level + 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 + direction.
5	Press and Go	Create and perform a sequence of 6 – 8 actions which combines press + 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 + apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical + 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.

# Jumping Jacks

## Unit overview

<p><b>Area of activity:</b> Gymnastics</p>	<p><b>Unit title:</b> Jumping Jacks</p>	<p><b>Venue:</b> Hall</p>	<p><b>Further support:</b> BG Core Proficiency Resource Pack (Work Card 13 - 17) TOPs cards – Jumping Jacks</p>
<p><b>Key stage:</b> One</p>	<p><b>Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Develop fundamental movement skills</li> <li>▪ Extend agility, balance and co-ordination</li> <li>▪ Engage in co-operative physical activities</li> <li>▪ Master basic jumping actions</li> </ul>	<p><b>Key concepts:</b></p> <p>Jump and land actions – safe landing position and 5 different types of jump.</p> <p>Short movement phrases – link jumping actions together and link jumping actions to other actions.</p> <p>Involving apparatus in the performance of jumping actions.</p>	<p><b>Core task:</b></p> <p>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.</p>
<p><b>Year group:</b> One</p>	<p><b>Links to other topics:</b></p> <p>Teamwork – co-operation The body – body shapes Travelling – methods of travel on feet.</p>		
<p><b>Resources:</b></p> <p>Hoops (one between two) Floor mats Low platform apparatus e.g. tables, benches, box tops, floor beams etc.</p>			

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Lesson outline</b>	Spacing, safe landing positions and 2 to 2 feet jumps.	Develop the range of 2 feet to 2 feet jumps and safe landing positions from low platforms.	Explore the other 4 types of jump and link jumping actions together.
<b>Learning outcome</b>	To perform a straight jump, safely in a space, showing a safe landing position.	To perform a 2 feet to 2 feet jump from a low platform showing a safe landing position.	To perform different types of jumping actions and to link 2 jumping actions into a short movement phrase.

	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>Lesson outline</b>	Involving low platform apparatus in the performance of the different types of jump.	Create movement phrases linking jumping actions and other actions involving low platform apparatus.	Remember, improve and perform movement phrases from last week.
<b>Learning outcome</b>	To perform the different types of jumping actions involving low platform apparatus in various ways.	To create, remember and repeat a movement phrase combining 2 – 3 jumping actions with another action using at least 1 piece of apparatus.	To remember, improve and perform a movement phrase combining 2 – 3 jumping actions with another action using at least 1 piece of apparatus.

# Jumping Jacks

## Lesson 1

<b>Lesson No: 1</b>	<b>Expectations</b>
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To perform a straight jump, safely in a space, showing a safe landing position.</li> </ul>	<p>Below – Perform a safe landing position.            Met – Perform a straight jump showing a safe landing position.            Above – Perform a straight jump showing extension in flight and a safe landing position.</p>
<p><b>Core task</b></p> <p>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.</p>	
<b>Learning activities/organisation</b>	<b>Teaching points</b>
<ul style="list-style-type: none"> <li>Lesson introduction – unit theme and learning objectives.</li> <li>Whole class discussion:               <ul style="list-style-type: none"> <li>Q – Why is it important to keep ourselves in a space when doing gym?</li> <li>A – So we don't bump others and hurt them or ourselves.</li> </ul> </li> </ul>	
	<p><b>Safety Consideration</b></p> <p>Are pupils spaced safely within the hall space?            Are the hoops kept tidy between activities?            Are there any children with learning or medical needs who could perform jump and land activities more easily or safely with the introduction of a floor mat?</p>

**Key vocabulary:** Straight shape, straight jump, safe landing position, hold, balance, bend, take-off, flight, stretch, swing, straighten, extend, upwards, horizontal, copy, perform, right, left, releve, spacing, no contact, co-operate, unison and canon.

<ul style="list-style-type: none"> <li>▪ Space car – All pupils stand in a space. Allocate at least half the pupils with a hoop to stand inside and hold at waist height. The teacher gives various commands e.g. march on the spot, turn around, sit in tuck, 1 foot balance, jog on the spot etc. All pupils respond to the commands aiming to avoid contact with other “space cars” and pupils. Gradually decrease the size of the overall space pupils are allowed to work in to increase the demand. Swap hoops regularly so all get equal time with a “space car”.</li> <li>▪ Demonstrate the unit Conditioning Phrase as follows: <ul style="list-style-type: none"> <li>- From a standing position, move into a safe landing position</li> <li>- Stretch upwards into a standing straight shape</li> <li>- Return to the landing position</li> <li>- Return to standing</li> <li>- 2 x 1 foot balances</li> <li>- Return to standing.</li> </ul> </li> <li>▪ Pupils find individual spaces in which to copy the Conditioning Phrase.</li> </ul>	<p>Think of the hoops as cars. Whether you are “driving” a “space car” or not your aim is to avoid other “space cars” and people.</p> <p>When you are driving a “space car”, try to keep it at waist height.</p> <p>Go up into releve (on tiptoes) if you feel balanced in the standing straight shape.</p> <p>Perform one 1 foot balance on the right foot and one on the left.</p> <p>Continue aiming to remain in your own space.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Keep your arms by your sides as you first learn the landing, take-off and shape in flight techniques.</p>
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# Jumping Jacks

## Lesson 1 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Whole class focus on the landing position – demonstrate good technique before pupils practice in their own space.</li> <li>▪ In 2s, with one hoop per pair, pupils take it in turns to stand with the hoop on the floor in front of them. They jump forwards aiming to land in the centre of the hoop in a safe landing position. The observing partner can check knee, back, arm and head positions as per the teaching points.</li> <li>▪ With the hoops spaced out on the hall floor, pupils walk around the hall aiming to avoid contact with others and the hoops. On arrival at a free hoop, pupils jump into the hoop and show a safe landing position before stepping out to continue walking around.</li> </ul>	<p>From a standing position with feet slightly apart and pointing forwards:</p> <ul style="list-style-type: none"> <li>- bend your knees a little</li> <li>- keep your back straight</li> <li>- look forwards</li> <li>- hold your arms out horizontally in front.</li> </ul> <p>Keep your heads up so you can see where others and the hoops are at all times. Check no-one else is about to jump into the same hoop as you before you take off.</p>	<p><b>More able</b> Can you land safely inside the hoop and then immediately jump forwards out of the hoop into another safe landing position? Can you jump into the hoop and then out sideways or backwards? Can you do 2 straight jumps in a row or one straight jump in time with a partner?</p>



<ul style="list-style-type: none"> <li>▪ With pupils back in individual spaces, introduce and develop the upward take-off technique.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce and develop the straight shape in flight. Pupils can practice the shape lying down first so they can feel what they are aiming to re-create in the air. Emphasise the need to quickly change the shape of the body at the end of the flight ready to land in the correct position.</li> </ul>		<p>From a standing position with feet slightly apart and pointing forwards:</p> <ul style="list-style-type: none"> <li>- swing arms downwards as your legs bend</li> <li>- swing arms upwards and forwards as your legs straighten to lift you into the jump.</li> </ul> <p>In the air, try to be fully extended with:</p> <ul style="list-style-type: none"> <li>- arms stretched up by your ears</li> <li>- a straight body with feet together</li> <li>- toes pointed down towards the floor.</li> </ul>				<p><b>Extension activity, if time:</b></p> <p>Self-check activity – stand in the centre of a hoop and perform a straight jump. Once you have held the landing, check where you landed. Are you still central in the hoop? If yes, you must have taken off in an upwards direction.</p>	<p><b>Lesson review/cool down</b></p> <p>Work co-operatively in small groups and/or as a whole class to adopt and hold the landing position in unison (at the same time) and then in canon (one after the other like a Mexican wave). Discuss safe spacing for this activity beforehand and what you did to help make it work when you were successful having completed the task.</p>
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# Jumping Jacks

## Lesson 2

<b>Lesson No: 2</b>	<b>Expectations</b>
<b>Learning objectives</b> To perform a 2 feet to 2 feet jump from a low platform showing a safe landing position.	Below – Perform 2 feet to 2 feet jumps from low apparatus showing some consistency in landing safely. Met – Perform 2 feet to 2 feet jumps from low apparatus showing consistent well balanced safe landing positions. Above – Perform various 2 feet to 2 feet jumps from low apparatus showing upward take off, extension in flight and consistent well balanced safe landing positions.
<b>Core task</b> 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.	
<b>Learning activities/organisation</b> <ul style="list-style-type: none"> <li>▪ Lesson introduction – unit theme recap and learning objectives.</li> <li>▪ Whole class discussion recapping the importance or working in safe spaces away from others and the need for pupils to be even more aware of spacing with the addition of apparatus in today's lesson.</li> </ul>	<b>Teaching points</b>
	<b>Safety Consideration</b> Are pupils spaced safely within the hall space? Are the hoops kept tidy between activities?

**Key vocabulary:** Straight shape, straight jump, star shape, Jumping Jacks, star jump, tuck jump, turning jumps, safe landing position, hold, balance, take-off, flight, stretch, swing, straighten, extend, upwards, outwards, horizontal, copy, perform, right, left, spacing, no contact, low platform, apparatus, landing mat, safe handling.

	<p>Are there any children with learning or medical needs who could perform jump and land activities on the floor more easily or safely with the introduction of a floor mat?</p> <p>Do pupils adopt the safe handling techniques discussed prior to setting up low platform apparatus and landing mats?</p>
<p>As for lesson 1 plus: Try to keep your “space car” held at waist height.</p> <p>Keep your head up at all times so you know where other people and the “space cars” are to help you avoid making contact.</p> <p>As for lesson 1 plus: The star shape Legs apart and straight with arms stretched to sides.</p> <p>As for lesson 1.</p>	
<ul style="list-style-type: none"> <li>▪ Repeat the static space car warm up activity from lesson 1 with the addition of the command “land”. Pupils respond by adopting the safe landing position. Increase the demand of the task by adding travelling on feet commands such as “walk” or “bounce”. Swap hoops regularly so all get equal time with a “space car”.</li> <li>▪ Recap the unit Conditioning Phrase as for lesson 1 and then add a step out into standing star shape on the end.</li> <li>▪ Recap straight jumps from lesson 1 with reference to the take-off, shape in flight and safe landing position.</li> <li>▪ Whole class discussion: Q – Is the straight shape the only shape we can perform in flight when doing 2 feet to 2 feet jumps? A – No. Q – What other shapes could be show in flight? A – Star shape, tuck shape etc.</li> </ul>	

# Jumping Jacks

## Lesson 2 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Demonstrate and develop the star jump starting with Jumping Jacks.</li> <li>▪ Can you show the star shape and return to the safe landing position all in one jump? Practice the extended star shape lying on your back so you know what it should feel like in flight.</li> <li>▪ Whole class discussion to introduce the idea of jumping and landing from low apparatus. Identify suitable apparatus and apparatus layout including the need for mats at ALL landing points. Conclude with a discussion about how to handle the different pieces of apparatus safely.</li> </ul>	<p>For each type of action, the skills will be introduced in a progressive order (easiest to hardest). Aim to accurately recognise the level at which you need to stop and practice an action before moving onto the next level skill.</p> <p>Use the same take-off technique as for the straight jump except swing your arms upwards and outwards to the sides.</p>	<p>there ample landing mats spaced safely around the apparatus to create maximum learning opportunity?</p> <p>Has the apparatus been checked between set up and use?</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> Can you repeat Jumping Jacks showing a held and extended star shape each time?</p>

<ul style="list-style-type: none"> <li>▪ Allocate pieces of apparatus to pupils and lead the safe setting up and checking of the apparatus.</li> <li>▪ In 2s, find a safe space on the apparatus to take it in turns to jump from the apparatus onto a landing mat. The observing partner can stand in a safe place to the side to check their partner's landing position.</li> <li>▪ Continue 2 feet to 2 feet jumps from the apparatus focussing on upward and forward take-off and extension in flight before trying the star shape.</li> <li>▪ Teacher leads the pupils in putting away the apparatus.</li> </ul>		<p><b>More able</b> Learn and perform other 2 feet to 2 feet jumps e.g. tuck jump or ¼ turn progressing to ½ turn jumps (see further support section of unit overview for resources containing the teaching points).</p> <p>Can your partner hold a balanced landing position?</p> <p>Try to take-off and “touch the ceiling”. Do you need to find a bigger space to perform a star shape in flight?</p> <p>Adopt safe handling techniques at all times.</p>
		<p><b>Extension activity, if time:</b> Pupils walk around the space between the apparatus and landing mats. On arrival at a piece of free apparatus, step up, perform a 2 feet to 2 feet jump off with safe landing and then move on.</p>
<p><b>Lesson review/cool down</b> Repeat the Conditioning Phrase from the early part of the lesson. Can you perform a straight jump instead of the landing position, straight shape, landing position at the start and/or a Jumping Jack or star jump instead of the star shape at the end?</p>		

# Jumping Jacks

## Lesson 3

<p><b>Lesson No: 3</b></p>	<p><b>Expectations</b></p>
<p><b>Learning objectives</b> To perform different types of jumping actions and to link 2 jumping actions into a short movement phrase.</p>	<p>Below – Perform different types of jumping actions using hoops to co-ordinate the leg actions and link 2 jumps into a short movement phrase. Met – Perform different types of jumping actions and link 2 – 3 different jumping actions into a short movement phrase. Above – Perform different types of jumping actions and link 3 different jumping actions into a short movement phrase including a more complex leap.</p>
<p><b>Core task</b> 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.</p>	
<p><b>Learning activities/organisation</b></p> <ul style="list-style-type: none"> <li>▪ Lesson introduction – unit theme recap and learning objectives.</li> <li>▪ In individual spaces, pupils alternate between marching and jogging on the spot on the teacher's clap.</li> </ul>	
	<p><b>Teaching points</b></p> <p>Lift your knees as high as you can in both actions.</p>
	<p><b>Safety Consideration</b></p> <p>Are pupils spaced safely within the hall space?</p> <p>Are the hoops kept tidy between activities?</p>

**Key vocabulary:** Safe landing position, star shape, types of jump, leap, 1 foot take-off, 2 foot take-off, 1 foot landing, 2 foot landing, hopscotch, co-ordinate, balance, flight, swing, extend, forwards, upwards, copy, perform, spacing, no contact, describe, link, movement phrase.

<p>Are there any children with learning or medical needs who could perform jump and land activities on the floor more easily or safely with the introduction of a floor mat?</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> Keep your arms by your sides so you can focus on co-ordinating your legs?</p> <p>Can you use hoops to help you co-ordinate the leg actions e.g. with 3 hoops placed on the floor in a triangle formation, can you stand on one foot in one hoop and jump forwards to land with one foot in each of 2 hoops?</p>		
	<p>Keep your heads up so you can be aware of and avoid contact with others.</p> <p>Jump from the back foot onto the front foot. Can you build up to a jogging pace?</p>	
<ul style="list-style-type: none"> <li>▪ Whole class discussion: Q – Can anyone describe what is actually happening when you jog on the spot (ask someone to demonstrate as slowly as possible)? A – You jump from one foot to the other. Q – Does anyone know what type of jump it is when you take -- off one foot and land on the other? A – A leap.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils walk around in the space. On the teacher's clap, pupils take one longer stride and then continue walking normally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeat the activity by asking pupils to jump the longer stride on the teacher's clap and then continue walking normally.</li> </ul>

# Jumping Jacks

## Lesson 3 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Explain that this leap forward from one foot to the other is called a split leap. Pupils practice the split leap from standing in individual spaces (see “more able” ideas for extension leap activities).</li> <li>▪ Recap the unit Conditioning Phrase as for the end of lesson 2 plus: Can you leap from one 1 foot balance to the other or can you add a split leap somewhere else in the phrase?</li> <li>▪ Introduce that, in addition to taking off from one foot and landing on the other, you can also take off one foot and land on two feet or take off 2 feet and land on one foot.</li> <li>▪ In individual spaces, stand on one foot and jump forwards to land in the safe landing position on two feet. Extend the activity by starting on two feet and jumping forwards to land on one foot.</li> </ul>	<p>Take one step forward before taking off the front foot into the leap. Hold the arms out to the side and aim to show straight legs in flight. Balance the landing by bending the lead leg.</p> <p>As for lesson 2 plus the individual leap teaching points as above.</p> <p>Swing your arms backwards and forwards to help lift you into the jumps.</p> <p>Balance the 1 foot landings by bending the leg.</p>	<p><b>More able</b> Learn, perform and use other leaps e.g. cat leap, scissor leap etc (see further support section of unit overview for resources containing the teaching points).</p>



<ul style="list-style-type: none"> <li>Repeat the activity starting/ending in a star shape for the two footed take-off/landing. Link them once you can do each jump individually. Can you Hopscotch towards a partner, balancing a two and then one footed landing opposite them without making contact?</li> <li>Now we have explored 2 feet to 2 feet jumps, 1 foot to 2 feet jumps, 2 feet to 1 foot jumps and leaps, can you select 2 or 3 different jumps and link them into a short movement phrase?</li> <li>Pupils perform their phrase to a partner. The observing partner then describes the jumps their partner selected and performed.</li> </ul>	<p>Think Hopscotch!</p> <p>Try to select jumps from the different categories e.g. a 2 feet to 2 feet jump, into a 2 feet to 1 foot jump into a leap.</p> <p>When you describe the jumps, try to talk about the shapes you see your partner show as well as the different take-off and landing options they chose.</p>	
<p><b>Lesson review/cool down</b></p> <p>Rockets – pupils start individually spaced in a crouch tuck position. When everyone is ready, count down from 5 and “blast off” into a straight jump to safe landing position. Extend the activity with different shapes in flight or one foot landings. Start the activity with everyone counting and then get increasingly quiet aiming for silence by the end with only the teacher counting down using their fingers. Discuss what affect this has on the landing?</p>		<p><b>Extension activity, if time:</b></p> <p>Add another action to your phrase e.g. a balance, a gym shape, a travel action etc.</p>

# Jumping Jacks

## Lesson 4

Lesson No: 4	Expectations
<p><b>Learning objectives</b> To perform the different types of jumping actions involving low platform apparatus in various ways.</p>	<p>Below – Perform 2 feet to 2 feet jumps to dismount and then mount, move along and/or get over a piece of apparatus. Met – Perform at least 2 different types of jump using apparatus in at least 2 different ways. Above – Perform a range of different types of jump using the apparatus in a variety of ways.</p>
<p><b>Core task</b> 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.</p>	
Learning activities/organisation	Teaching points
<ul style="list-style-type: none"> <li>▪ Lesson introduction – unit theme recap and learning objectives.</li> <li>▪ Explore methods of travelling on feet with pupils responding to teacher's commands such as "walk with arms out to the side", "releve walk", "jog", "bounce", "side step/gallop" etc.</li> <li>• Whole class discussion: Q – Which of those travelling actions were jumps? What type of jumps? A – Bounce = 2 feet to 2 feet, side step = leap (1 foot to other foot) etc.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Are pupils spaced safely within the hall space? Are there any children with learning or medical needs who could perform jump and land activities on the floor more easily or safely with the introduction of a floor mat?</p> <p>Like in the "space car" activity, keep your head up at all times so you know where everyone is and can avoid making contact with them.</p>

**Key vocabulary:** Safe landing position, types of jump, leap, hop, 1 foot take-off, 2 foot take-off, 1 foot landing, 2 foot landing, co-ordinate, balance, flight, forwards, backwards, sideways, perform, spacing, no contact, identify, mount, dismount, over, along, travel, low platform, apparatus, landing mat, safe handling.

<ul style="list-style-type: none"> <li>▪ Introduce that there is one more type of jump we haven't explored yet. With pupils in individual spaces, develop the hop:             <ul style="list-style-type: none"> <li>- March slowly on the spot.</li> <li>- Once the knee is lifted, can you jump and land on the base leg?</li> <li>- Identify that this final type of jump takes off one foot and lands on the same foot and that it is called a hop.</li> <li>- Explore repeated hops on one foot and travelling those hops.</li> <li>- Extend to "step hop" around the space (skipping).</li> </ul> </li> <li>▪ Recap the unit Conditioning Phrase as for lesson 3 plus: Do all your jumps happen on the spot? Can you make your phrase more interesting by travelling a jump?</li> </ul>	<p>Lift your knees high on every march. Bend the base leg to balance the landing. Once you have co-ordinated the leg action, try adding the arm action – if the right knee is lifted, hold the right arm straight out to the side and the left arm forwards (in opposition to the lifted knee).</p> <p>Explore travelling the chosen jump forwards, backwards and/or sideways and select the idea you think works the best to perform in the phrase?</p>	<p>Do pupils adopt the safe handling techniques discussed prior to setting up low platform apparatus and landing mats?</p> <p>Are there ample landing mats spaced safely around the apparatus to create maximum learning opportunity?</p> <p>Has the apparatus been checked between set up and use?</p> <p><b>Differentiation activities:</b></p> <p><b>Less able</b> Keep your arms by your sides as you learn to co-ordinate the hopping action.</p> <p>Can you perform a 2 feet to 2 feet jump to get onto, over and along a piece of apparatus?</p>
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# Jumping Jacks

## Lesson 4 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Whole class discussion: Q - Can anyone recall all 5 different types of jump? A - 2 ft to 2 ft, 2 ft to 1 ft, 1 ft to 2 ft, 1 ft to same foot and 1 ft to other ft.</li> <li>▪ Now going to explore how we can perform these different jumps using apparatus. Identify a suitable apparatus layout and the need for mats to create many interesting landing points. Conclude with a recap about how to handle the different pieces of apparatus safely.</li> <li>▪ Allocate pieces of apparatus to pupils and lead the safe setting up and checking of the apparatus.</li> <li>▪ Pupils travel around the space using methods from the warm up activity. On arrival at a free space on apparatus with a landing mat, step up and perform a 2 feet to 2 feet jump off.</li> </ul>	<p>Think about the combinations of feet we can take-off from and land on.</p> <p>Adopt safe handling techniques at all times.</p> <p>Keep your head up at all times so you can avoid others (particularly important as you approach a piece of apparatus/jump off onto a landing area).</p>	<p><b>More able</b> Can you hop with the lifted leg straight out in front or to the side? Can you dismount the lowest apparatus using a jump that lands safely and balanced on 1 foot?</p>

	<ul style="list-style-type: none"> <li>▪ Extend the activity by asking pupils to explore how else we can perform 2 feet to 2 feet jumps involving the apparatus e.g. can we do 2 feet to 2 feet jumps to mount, travel along or get over the apparatus?</li> <li>▪ Develop the activity with a focus on the other types of jump e.g. <ul style="list-style-type: none"> <li>- Can you balance on 1 foot on the apparatus and then jump off the base leg to land on 2 feet on a landing mat?</li> <li>- Can you do 1 foot to 2 feet or 2 feet to 1 foot jump to get on, move along or get over a piece of apparatus?</li> <li>- Can you leap over, along or onto a piece of apparatus?</li> <li>- Can you hop over, along or onto a piece of apparatus?</li> </ul> </li> </ul>	<p>Be aware of others at all times and check you have enough space to explore your chosen jump and method of using the apparatus.</p> <p>Work with others if it helps you to come up with different ideas.</p>	<p><b>Extension activity, if time:</b></p> <p>Travel around the space using methods from the warm up activity. On arrival at a free space on any apparatus, jump onto, over, along or off it using any of the different types of jump.</p>
		<p><b>Lesson review/cool down</b></p> <p>Show a partner your 2 favourite ways of performing jumps using apparatus. Can they identify the shapes in flight, the types of jump and/or the ways in which you used the apparatus? Teacher leads pupils putting away apparatus ensuring they adopt safe handling techniques.</p>	

# Jumping Jacks

## Lesson 5

Lesson No: 5	Expectations
<p><b>Learning objectives</b> To create, remember and repeat a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus.</p>	<p>Below – link 6+ basic actions into a floor and apparatus sequence incorporating symmetrical and asymmetrical actions and 2 pieces of apparatus. Met – link 8+ actions into a floor and apparatus sequence incorporating various symmetrical and asymmetrical actions and 2 pieces of apparatus. Above – link 8+ more complex actions into a floor and apparatus sequence incorporating a wide range of symmetrical and asymmetrical actions and 3+ pieces of apparatus.</p>
<p><b>Core task</b> 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.</p>	
Learning activities/organisation	Teaching points
<ul style="list-style-type: none"> <li>▪ Lesson introduction – unit theme recap and learning objectives.</li> <li>▪ Recap safe handling and the apparatus layout as for lesson 4. Allocate pieces of apparatus to pupils and lead the safe setting up and checking of the apparatus.</li> <li>▪ “Space car” – allocate half the pupils with hoops (swap them regularly so all get equal time with a “space car”). All pupils walk around the working space stepping up onto and down from or over the apparatus as they come to it. Extend the activity by changing the travel on feet method.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Are pupils spaced safely within the hall space? Are the hoops kept tidy between activities?</p> <p>Adopt safe handling techniques at all times. Keep your head up at all times so you know where everyone and all the “space cars” are so you can avoid making contact with them.</p>

**Key vocabulary:** Safe landing position, types of jump, 1 foot take-off, 2 foot take-off, 1 foot landing, 2 foot landing, balance, upwards, spacing, no contact, identify, mount, dismount, over, along, travel, low platform, apparatus, landing mat, safe handling, link, short movement phrase, remember, repeat, co-operate, unison, canon.

	<p>Do pupils adopt the safe handling techniques discussed prior to setting up low platform apparatus and landing mats?</p> <p>Are there ample landing mats spaced safely around the apparatus to create maximum learning opportunity?</p> <p>Has the apparatus been checked between set up and use?</p>
<p>Identify a safe floor space to perform your Conditioning Phrase between the apparatus before you start!</p>	
<ul style="list-style-type: none"> <li>Recap the unit Conditioning Phrase as for lesson 4 plus: In pairs, take it in turns to show your Conditioning Phrase to a partner. The observer identifies one jump from the phrase and helps the performer to explore how they can involve the apparatus in performing that jump. Can the observer also help their partner select another action from the phrase to link to their favourite way of performing the selected jump using apparatus to create a short movement phrase involving one jump using apparatus and an action performed on the floor?</li> </ul>	

# Jumping Jacks

## Lesson 5 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Whole class discussion to recap the 5 different types of jump.</li> <li>▪ Pupils travel on feet between the apparatus. On arrival at a free space on any apparatus they jump onto, over, along or off it using any of the different types of jump.</li> <li>▪ Pupils work individually to select their favourite 2 or 3 jumps using apparatus and then link them with one other action.</li> </ul>	<p>Keep your head up at all times so you can avoid others (particularly important as you approach a piece of apparatus/jump off onto a landing area).</p> <p>The additional action could be a 1 foot balance or another jump taken from the Conditioning Phrase which you can perform on the floor. If you need to link 2 or more pieces of apparatus it might help to select a travel on feet method as your extra action.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> When travelling between the apparatus, walk as neatly as you can with your arms out to the side. Can you link 2 jumps using one piece of apparatus with 1 other action?</p>



<ul style="list-style-type: none"> <li>Repeat the phrase to help you remember it.</li> </ul>	<p>Write your phrase down if it will help you remember it.</p>	<p><b>More able</b> Can you perform your whole Conditioning Phrase using apparatus in at least one way for one of the jumps? Can you link 3 jumps using apparatus in different ways to at least 1 other action using at least 2 pieces of apparatus?</p>
<p><b>Lesson review/cool down</b> Work co-operatively half the class at a time to perform 2 feet to 2 feet jumps from the apparatus first in unison and then in canon. Discuss safe spacing for this activity beforehand and recall what techniques helped in the lesson 1 cool down to promote success. The observing pupils can help with count downs for successful unison and call out “up”, “up” “up” etc. in rhythm to help with canon timing and to encourage pupils to lift upwards from the apparatus at take-off. Teacher leads pupils putting away apparatus ensuring they adopt safe handling techniques.</p>	<p><b>Extension activity, if time:</b> Can you describe to a partner what you do in your short movement phrase? Include reference to which apparatus you use, how you use it, what jumps you do and what you selected for your extra action?</p>	

# Jumping Jacks

## Lesson 6

<p><b>Lesson No: 6</b></p> <p><b>Learning objectives</b> To remember, improve and perform a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus.</p>	<p><b>Expectations</b></p> <p>Below – Remember, improve and perform a movement phrase involving one piece of apparatus which links 2 jumps with 1 other action. Met – Remember, improve and perform a movement phrase involving one piece of apparatus used in different ways which links 2 different types of jump with another action. Above – Remember, improve and perform a movement phrase involving two pieces of apparatus used in different ways which links 3 different types of jump with another action.</p>
<p><b>Core task</b> 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.</p>	
<p><b>Learning activities/organisation</b></p> <ul style="list-style-type: none"> <li>▪ Lesson introduction – unit theme recap and learning objectives.</li> <li>▪ Recap safe handling and the apparatus layout as for lesson 5. Allocate pieces of apparatus to pupils and lead the safe setting up and checking of the apparatus.</li> </ul>	<p><b>Teaching points</b></p> <p>Adopt safe handling techniques at all times.</p>
<p><b>Safety Consideration</b></p> <p>Are pupils spaced safely within the hall space? Do pupils adopt the safe handling techniques discussed prior to setting up low platform apparatus and landing mats?</p>	

**Key vocabulary:** Safe landing position, types of jump, 1 foot take-off, 2 foot take-off, 1 foot landing, 2 foot landing, balance, extend, upwards, spacing, no contact, identify, mount, dismount, over, along, travel, low platform, apparatus, landing mat, safe handling, movement phrase, remember, repeat, practice, improve, perform.

	<p>Are there ample landing mats spaced safely around the apparatus to create maximum learning opportunity?</p> <p>Has the apparatus been checked between set up and use?</p>	<p>Keep your head up at all times so you know where everyone is so you can avoid making contact with them.</p> <p>Identify a safe space to perform your Phrase using the apparatus before you start!</p> <p>When observing, make sure you are in a safe place and then consider:</p> <p>Does your partner take-off in an upward direction?</p> <p>Does your partner fully extend in flight?</p> <p>Does your partner land in a safe and balanced landing position every time?</p> <p>Continue to be aware of others at all times.</p>	<p>Pupils select their own method to travel on feet between the apparatus. On arrival at a free space on any apparatus they step up onto and down from it or step over it. Increase the demand of the activity by jumping onto, over, along or off the apparatus using any of the different types of jump.</p> <p>In pairs, recap the unit Conditioning Phrase as for lesson 5 by taking it in turns to link a jump from the phrase to at least 1 other action from the phrase using 1 piece of apparatus and the surrounding floor space plus: The observing partner helps the performer to improve the quality of their jump.</p> <p>Pupils work individually to recall their movement phrase from lesson 5 (2 or 3 jumps using apparatus linked with another action).</p>
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# Jumping Jacks

## Lesson 6 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>▪ Pupils improve their movement phrase by working progressively through the following tasks:</li> </ul> <ol style="list-style-type: none"> <li>1) Check you can remember your phrase so that you can repeat it the same way every time you do it.</li> <li>2) Check you can perform safe and balanced landing positions at the end of all your jumps and practice as necessary.</li> <li>3) Check you take-off in an upwards direction at the start of all your jumps and practice as necessary.</li> <li>4) Check you show full extension and a clear shape in the flight phase of all your jumps and practice as necessary.</li> <li>5) Check your phrase has at least 2 different types of jump.</li> <li>6) Check you use the apparatus in different ways when performing your jumps e.g. one jump over the apparatus and one dismount from the apparatus.</li> <li>7) Extend your phrase by using another piece of apparatus?</li> </ol>	<p>Consider writing the phrase down and/or keep repeating it to help you remember.</p> <p>Practice bending your knees, keeping your back straight and head up with arms out in front?</p> <p>Practice your take-off aiming to touch the ceiling on every jump.</p> <p>Practice stretching all the way down to your toes and through to your fingertips.</p> <p>Change one jump if you repeat any types of jump.</p> <p>Change the way in which you use the apparatus for performing one jump if you repeat any methods.</p> <p>Add a further travel on feet method to link to the new piece of apparatus if necessary.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Can you link 2 jumps using one piece of apparatus with 1 other action?</p>

<ul style="list-style-type: none"> <li>▪ Pupils perform their movement phrases. The teacher assesses pupils as relevant, recording the movement phrases to help if necessary.</li> <li>▪ Teacher leads the pupils in putting away the apparatus.</li> </ul>		<p><b>More able</b> Can you link 3 jumps using apparatus in different ways to at least 1 other action using at least 2 pieces of apparatus?</p>
	<p>Adopt safe handling techniques at all times.</p>	
<p><b>Lesson review/cool down</b> In pairs, face one another and march on the spot. Take it in turns to tell your partner what you practiced and/or improved in your movement phrase before the final performance.</p>		<p><b>Extension activity, if time:</b> Pupils continue to work through the improvement tasks at their own pace.</p>

# Curriculum Gymnastics

## Principles of Progression

<p>The Principles of Progression model below demonstrates the 4 ways in which teaching and learning can be progressed in Curriculum Gymnastics:</p>	
<b>Skills</b>	part basic actions ← → whole basic actions ← → part complex actions ← → whole complex actions
<b>Sequencing</b>	individual actions ← → short movement phrases ← → sequences ← → compositionally developed sequences
<b>Context</b>	actions on floor/mats ← → actions involving low/small apparatus ← → actions involving high/large apparatus
<b>Groupings</b>	actions performed individually ← → actions performed with a partner ← → actions performed in trios/groups
<p>Teachers can use the Principles of Progression model to plan whole class progressive activities and individual extension activities for more able pupils. As each principle can be seen as a spectrum, the model can also be used to simplify whole class activities to suit the less able.</p>	

# Gymnastics Actions

The table below gives examples of gymnastics actions that can be taught as movement vocabulary in relation to the Cambridgeshire Gymnastics Units of Work themes. It is not an exhaustive list and pupils should be encouraged to explore their own ideas within the bounds of safety and, whilst the actions are listed under categories of actions, many are transferable across more than one category e.g. jumping actions can be travelled etc.

Slides	Travel actions	Positions of stillness/ Balances	Rotations
Slide on back Slide on front Slide from tuck sit to pike sit	Walk with T arms Releve walk Battement walk Side step March Crab walk Caterpillar walk	1 foot stand Front support Back support Side support V sit Side knee balance Shoulder stand	Spin on bottom in tuck shape Spin on front Spin on back $\frac{1}{2}$ spin on one foot Full spin on one foot Cartwheel
Jumps	Jog Bounce Bunny hop Step Hop (skip) Gallop Chasse	Arabesque T balance Side lift Single knee balance Frog balance Towards pike half lever with feet down progressed to one foot raised	
Landing position Straight jump Jumping Jacks Star jump Tuck jump $\frac{1}{4}$ turn jump $\frac{1}{2}$ turn jump Full turn jump Changement Hop Hopscotch Split leap Cat leap Stag leap Scissor leap Straight jump to kneel on one foot and one knee Turning jump to kneel on one foot and one knee	Gym shapes	Pike or straddle half lever Japana Bridge Splits – side and front Headstand Handstand	Rolls
	Straight shape Star Shape Tuck shape Pike shape Straddle shape Bent leg dish shape Dish shape Arch Shape		Rock n roll Log roll Egg roll Dish roll Side roll Teddy bear roll Forward roll Backward roll

N.B. Many skills listed here can and should be broken down into multiple progressions when being taught. Follow the unit content and draw on suggested further support resources to help plan progressive activities and only teach each new level to pupils demonstrating appropriate ability and fitness levels.

# 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.	



	<b>YEARS 3 AND 4</b>	<b>YEARS 5 AND 6</b>	<b>Beyond Yr 6</b>
	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.

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# Further Support for Delivery

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British Gymnastics Proficiency Awards Resource Pack

Available at: [https://secure.british-gymnastics.org/shop/index.php?route=product/product&path=1&product\\_id=54](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](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](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.
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# Safe Handling of Apparatus

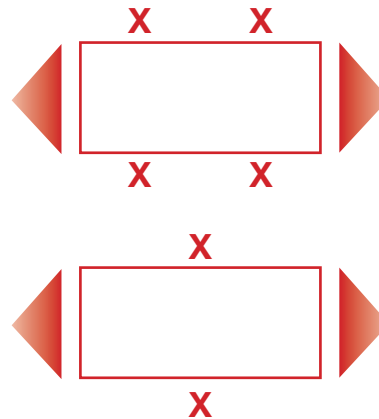
## A Mat

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

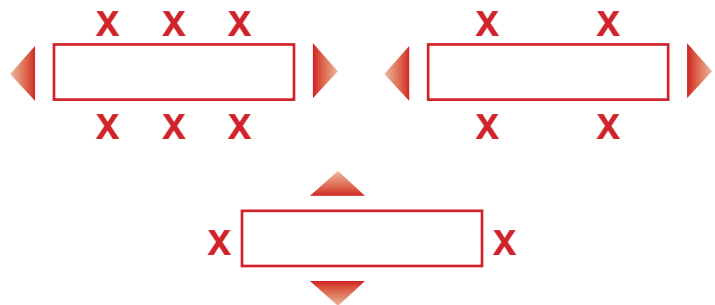
Pupils turn and walk forwards, looking in the direction of travel



## A bench

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

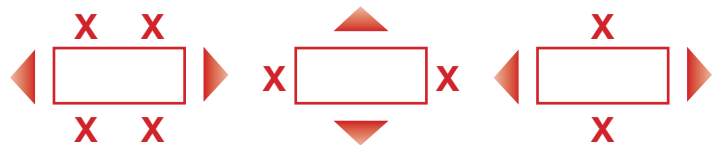
Two pupils – one either end, facing the bench, turn and walk forwards



## 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

# 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.

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.

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## 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/](http://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.

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# 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.

# Fundamentals

## Unit 1 overview

<p><b>Area of activity:</b> Games/Fundamentals</p>	<p><b>Unit title:</b> Fundamentals Unit 1</p>	<p><b>Venue:</b> Hall or playground</p>	<p><b>Further support:</b> The multi-skills festival pack on the cd-rom.</p>
<p><b>Key stage:</b> One</p>	<p><b>Curriculum objectives:</b> To develop control and co-ordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively. Pupils try new activities, play co-operatively, taking turns with others, follow instructions involving several ideas or actions. They work as part of a group and understand and follow the rules.</p>		
<p><b>Year group:</b> One</p>	<p><b>Key concepts:</b> Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.</p>		
<p><b>Resources:</b> Cones, variety of balls, bean bags, hoops, thrown down spots/markers.</p>	<p><b>Links to other topics:</b> Being safe with equipment. Working with a partner. Counting and key word vocabulary.</p>		
<p><b>Core task:</b> Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>			

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Lesson outline</b>	To understand the expectations in PE. Share the area safely and to move safely around others. Control movements when moving at speed.	To control movements when moving at speed. Aim a ball at a target.	Experiment with throws and two handed catches with balls. To send and receive a ball by rolling, throwing, bouncing.
<b>Learning outcome</b>	Can move about the space changing direction with control, in a range of ways and avoid others.	Can move about the space changing direction with control, avoiding others can aim and throw a ball safely.	Can move about the space changing direction with control and can carry, aim and roll a ball safely.

	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>Lesson outline</b>	To throw and catch with increasing control and send a ball to partner, trying out a variety of ways including a bounce.	To send a ball to partner with increasing control, trying out a variety of ways, develop kicking and trapping skills.	Complete the core task 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).
<b>Learning outcome</b>	Can move about the space changing direction with control, avoiding others, can aim, throw and catch a ball.	Can move about the space changing direction with control, avoiding others, can aim, throw, catch, trap and kick a ball.	Can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball.

# Fundamentals Unit 1

## Lesson 1

Lesson No: 1	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To understand the expectations in PE.</li> <li>To share the area safely and to move safely around others.</li> <li>To develop control of movements when moving at speed.</li> </ul>	<p>Below – are able to move about the space safely and with some control.            Met – can move about the space changing direction with control, avoiding others, can carry an object safely.            Above – can move about the space safely at speed changing direction with control, avoiding others, can carry an object safely.</p>
<p><b>Core task</b>            Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment:</b>            Hoops, cone, throw down spots, bean bags, koosh balls, large foam balls, small foam balls, tennis balls.</p> <p><b>Warm up: Minefield</b></p> <ul style="list-style-type: none"> <li>Spread out a series of hoops making sure there is sufficient space for pupils to move around between them. Pupils all start in a space. Encourage pupils to move around the outside of the hoops using different ways of moving – skipping, side stepping, galloping, jumping, and hopping.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Ask pupils to watch out for each other so they do not bump into each other.</p> <p>Ensure the hoops are spread out to avoid congestion and step in and out of the hoop safely, do not stand on the hoop.</p>
<ul style="list-style-type: none"> <li>All aboard. Pupils move carefully around the hoops and when a number is called out by the teacher they must stand in a hoop with that many people i.e. if the number 3 is called, pupils need to get in to 3's in a hoop.</li> </ul>	<p>Remind pupils about behaviour and safety expectations in the hall. Encourage pupils to change direction and visit different places. Pupils stop on teachers chosen command word and 'freeze'.</p> <p>The higher the number, the more difficult it becomes.</p>
<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>Shapes. Pupils in pairs. Each pair is given 5 different coloured cones/spots and they find a space and mark out a shape (circle, square, star, triangle) using their cones. Both pupils start in the same spot. One pupil is the worker and the other the non-worker. The non-worker calls out a command i.e. "blue spot", "red cone" etc. Their partner then has to run to the object, touch it and return to them. After a few goes they swap.</li> </ul>	<p>Teacher can allow choice or say all to make a triangle shape. Remind pupils how to move safely, look where they are going, use their arms to balance themselves when side stepping. Can repeat asking them to touch with their right hand then their left, same for the feet.</p>

**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards.

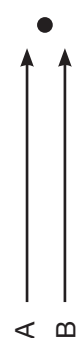
<ul style="list-style-type: none"> <li>■ Repeat with the pupil calling the commands to choose how their partner now moves to and from the markers e.g. “side step to blue”, “backwards to yellow”. 5 goes and they swap.</li> <li>■ Repeat with the pupils to calling out more than one colour and their partner visits two colours before returning. 5 goes and they swap.</li> <li>■ Repeat with pupils moving around the outside of the shape before returning to the start, in a variety of ways of travelling such as skipping, side stepping, galloping, jumping, hopping. 5 goes and they swap.</li> <li>■ Add in carrying an object with a variety of combinations from above. Choose from: hold in both hands, hold in one hand, hold and then place on a cone/spot and partner then goes to pick up.</li> <li>■ Pupils collect in equipment.</li> </ul>	<p>Teacher demonstrates side steps and backwards. Can repeat asking them to touch with their right hand then their left, same for the feet.</p> <p>As above.</p> <p>Teacher either allocate or pupils choose from bean bags, koosh balls, large foam balls, small foam balls, tennis balls. 1 item per pair.</p> <p>Teacher shows pupils how to place the item down.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Move slowly around the space. Stick to one method of travel or one spot to visit.</p> <p><b>More able</b> Challenge them to travel faster but safely.</p> <p>Move the bean bag from one hand to the other when moving about the space.</p>
<p><b>Lesson review/cool down</b> Stretch to make tall, wide, tucked shapes. Sit down/stand in large circle. Ball rolling. Staying in the circle, say a person's name and roll ball to them. That person lines up.</p>	<p><b>Extension activity, if time:</b> How many times can you go and place on a cone/spot and partner then goes to pick up in 30 seconds?</p>	

# Fundamentals Unit 1

## Lesson 2

Lesson No: 2	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>■ To remember the expectations in PE.</li> <li>■ To share the area safely and to move safely around others.</li> <li>■ To develop control of movements when moving at speed.</li> <li>■ To develop aiming and throwing skills.</li> </ul>	<p>Below – are able to move about the space safely with some control and can aim to throw.            Met – can move about the space changing direction with control, avoiding others, can aim and throw a ball well.            Above – can move about the space safely at speed changing direction with control, avoiding others, can aim and throw a ball consistently well.</p>	
<p><b>Core task</b>            Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Equipment;</b> a variety of balls, hoops, cone, spots.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>■ DVD game. Pupils move around hall or set area and follow each command called out by the teacher.</li> <li>Play- gentle jog.</li> <li>Fast forward –accelerate.</li> <li>Rewind – backwards.</li> <li>Pause – freeze.</li> <li>Eject – jump.</li> <li>Record – find a partner and copy their action.</li> <li>Stop – stand still.</li> <li>Switch off- sit.</li> </ul>	<p>Behaviour and safety expectations in the hall.</p> <p>Encourage pupils to change direction and visit different places.</p>	<p>Ask pupils to watch out for each other so they do not bump into each other.</p> <p>Ensure the hoops are spread out to avoid congestion and step in and out of the hoop safely, do not stand on the hoop.</p>
<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>■ Choose a hoop. Around the outside of the playing area put out an even number of red, yellow, green and blue hoops. Pupils move around the activity area in different ways – jogging, skipping, backwards, sideways. Teacher calls out “hoop” and pupils run as quickly as they can to one of the coloured hoops.</li> </ul>	<p>Remind pupils how to move safely, look where they are going, use their arms to balance themselves when side stepping.</p>	

**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve.

<ul style="list-style-type: none"> <li>Ball transfer. Using the hoop layout from above. Class are split in to four teams – reds, yellow, greens and blues. Put an even number of balls on each colour, leaving some hoops free. The red team need to move balls from the other hoops to the red hoop and the blue team need to move balls from other hoops to blue etc. The team with the most balls in their coloured hoop wins.</li> <li>In twos (A+B), 1 ball between two, (A) throws the ball underarm into a space, (B) chases the ball and brings it back to (A). Repeat and change over.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>In twos, one ball each, select 4 different marker/targets such as cones, hoops, throw down spots, buckets. Set them out within a designated playing area. Throw underarm towards the markers/targets. Score a point by hitting the markers. How many can they do in a set time? Repeat using different object/ball.</li> <li>Play jackpot. 1 ball each. In fours or sixes pupils stand in a circle 1 - 2 metres apart, each with their foot on a marker, one ball in the middle, the 'jack'. Pupils aim to hit the jack with their ball to try to send it away from themselves. The aim of the game is to keep the jack away from their marker. Pupils retrieve their ball but must have their foot on their marker to throw. If they send the jack right out of the circle they get a golden point and have to go and retrieve it. Start again.</li> <li>Repeat with 1 point scored for each time they hit the jack.</li> </ul>	<p>Explain to pupils how to bend down to get the ball whilst being aware of other pupils doing the same. Need to take turns.</p> <p>Teacher shows pupils how to swing the arm backwards and then forwards, aim to throw along the ground.</p> <p>Teacher shows pupils how to swing the arm backwards and then forwards, aiming at the target with the arm, and let go. Look, aim, and use the arm to throw the ball in the right direction.</p> <p>Keep reminding pupils of the correct technique and correct those not doing it.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Move slowly around the space. Have a larger 'jack' or substitute for a throw down spot to aim at with points for every hit.</p> <p><b>More able</b> Challenge them to travel faster but safely. When aiming at the targets have a larger playing distance between the markers. Have a smaller 'jack', have a larger circle for some groups.</p>
<p><b>Lesson review/cool down</b> Move around the area and use the slower commands from the DVD game as a cool down. What do I have to remember when moving around the area and handling a ball? What helped my aiming? Pupils discuss and describe how their bodies feel during /after different games activities</p>	<p><b>Extension activity, if time:</b> Play jackpot. How many times can the group hit the jack in 30 seconds?</p>	

# Fundamentals Unit 1

## Lesson 3

Lesson No: 3	Expectations																	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To share the area safely and to move safely around others.</li> <li>To develop control of movements when moving at speed.</li> <li>To develop aiming and throwing skills.</li> </ul>	<p>Below – are able to move about the space safely with some control and can aim to throw.            Met – can move about the space changing direction with control, avoiding others, can aim and throw a ball well.            Above – can move about the space safely at speed changing direction with control, avoiding others, can aim and throw a ball consistently well.</p>																	
<p><b>Core task</b>            Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>																		
Learning activities/organisation	Teaching points	Safety Consideration																
<p><b>Equipment;</b> a variety of size and weight of balls, hoops, cone, spots.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Bumper cars. Pupils move around hall or set area and follow each command called out by the teacher.</li> </ul> <table border="1" data-bbox="810 1576 1145 2063"> <tr> <td>Drive</td> <td>Move</td> </tr> <tr> <td>Break</td> <td>Stop</td> </tr> <tr> <td>Reverse</td> <td>Backwards</td> </tr> <tr> <td>Left</td> <td>Left</td> </tr> <tr> <td>Right</td> <td>Right</td> </tr> <tr> <td>Park</td> <td>Sit down</td> </tr> <tr> <td>Traffic</td> <td>Toot</td> </tr> <tr> <td>Race</td> <td>Move quicker</td> </tr> </table> <p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>Pupils choose one ball from all the different types available. Practise on the spot; pass the ball around different parts of the body, arms, waist under legs etc.</li> <li>Throw the ball in the air and catch two handed.</li> </ul>	Drive	Move	Break	Stop	Reverse	Backwards	Left	Left	Right	Right	Park	Sit down	Traffic	Toot	Race	Move quicker	<p>Ensure there is enough space to move around in safely.</p> <p>Show pupils the technique of around the body.</p> <p>Show pupils the technique, demonstrate throwing to head height and catching with a two handed catch.</p>	<p>Ask pupils to watch out for each other so they do not bump into each other.</p>
Drive	Move																	
Break	Stop																	
Reverse	Backwards																	
Left	Left																	
Right	Right																	
Park	Sit down																	
Traffic	Toot																	
Race	Move quicker																	



**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim throw, collect, retrieve.

<ul style="list-style-type: none"> <li>Practise throwing the ball in the air and catch two handed whilst travelling.</li> <li>Practise throw in air and catch on the spot, then travelling, repeat throw and catch, move off changing direction.</li> <li>Travelling in line across the playing area, roll the ball out in front of you run, stop with their hand. Repeat and then repeat with their other hand.</li> <li>Get in to pairs and the pairs experiment with how to pass the ball to each other. They can roll, bounce, throw etc. After some time ask the pupils to replace that ball with an entirely different one e.g. go from big to small, sponge to firmer etc and try the same as above. How might you pass the ball differently now you have changed the ball?</li> <li>Repeat after the teacher demonstrations to try to improve their sending.</li> <li>Repeat with one pupil watching the partner to see what they are doing well. Repeat and practise.</li> <li>Teacher specifies the type of sending and pairs practise and then see how many they can do in 30 seconds.</li> </ul>	<p>Palms open then pull fingers around the ball. Show how your eyes are watching the ball. Hold the equipment tightly. Keep the ball near you, keep it moving. Travel slowly, look and travel into clear spaces. Roll ball into a space. Swing arm back and then forward. Release ball onto the ground, bend the knees.</p> <p>After they have experimented, teacher shows how to roll the ball, bend opposite knee and get down low for one handed, bends both knees and push with two hands for larger balls. Demonstrate bounce with one hand or two.</p> <p>Teacher reminds pupils how to swing the arm backwards and then forwards, aiming with the arm, and let go. Look, aim, and use the arm to throw the ball in the right direction.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Use lighter balls, bean bags, koosh balls, chiffon scarves. Stay close together in the sending.</p> <p><b>More able</b> Use a smaller ball. Move the partner further away.</p> <p><b>Extension activity, if time:</b> Flying sponges. Divide the playing area in half. Split the class into 2 and ask each team to stand in one half or the other. Scatter sponge balls equally in both halves of the area. The aim of the game is to try and send as many balls as possible into the opposing teams half. When the teacher stops the game each team counts the balls that they have in their area. Team with the least balls wins. Try to focus on how they can throw the ball over and how they could pick the ball up quicker.</p>
<ul style="list-style-type: none"> <li>Practise throwing the ball in the air and catch two handed whilst travelling.</li> <li>Practise throw in air and catch on the spot, then travelling, repeat throw and catch, move off changing direction.</li> <li>Travelling in line across the playing area, roll the ball out in front of you run, stop with their hand. Repeat and then repeat with their other hand.</li> <li>Get in to pairs and the pairs experiment with how to pass the ball to each other. They can roll, bounce, throw etc. After some time ask the pupils to replace that ball with an entirely different one e.g. go from big to small, sponge to firmer etc and try the same as above. How might you pass the ball differently now you have changed the ball?</li> <li>Repeat after the teacher demonstrations to try to improve their sending.</li> <li>Repeat with one pupil watching the partner to see what they are doing well. Repeat and practise.</li> <li>Teacher specifies the type of sending and pairs practise and then see how many they can do in 30 seconds.</li> </ul>	<p>Palms open then pull fingers around the ball. Show how your eyes are watching the ball. Hold the equipment tightly. Keep the ball near you, keep it moving. Travel slowly, look and travel into clear spaces. Roll ball into a space. Swing arm back and then forward. Release ball onto the ground, bend the knees.</p> <p>After they have experimented, teacher shows how to roll the ball, bend opposite knee and get down low for one handed, bends both knees and push with two hands for larger balls. Demonstrate bounce with one hand or two.</p> <p>Teacher reminds pupils how to swing the arm backwards and then forwards, aiming with the arm, and let go. Look, aim, and use the arm to throw the ball in the right direction.</p>	<p><b>Lesson review/cool down</b> Pupils help put the equipment away and the sit in pairs to decide which was their favourite way of sending the ball and why.</p>

# Fundamentals Unit 1

## Lesson 4

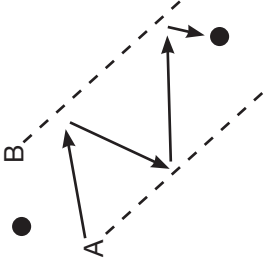
Lesson No: 4	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>■ To share the area safely and to move safely around others.</li> <li>■ To develop control of movements when moving at speed.</li> <li>■ To develop aiming and throwing skills.</li> </ul>	<p>Below – are able to move about the space safely with some control and can throw and sometimes catch.            Met – can move about the space changing direction with control, avoiding others, can aim, throw and catch a ball.            Above – can move about the space safely at speed changing direction with control, can aim, throw and catch a ball consistently well.</p>
<p><b>Core task</b>            Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment;</b> a variety of size and weight of balls, hoops, cone,</p> <p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>■ Mr Men and Little Mrs. Teacher calls out different Mr Men and Little Mrs Character names and children have to move around in that way. Commands:              Mr Slow              Little Miss Quick              Mr Jelly              Mr Bounce              Mr Skinny              Little Miss Tiny              Mr Strong              Mr Tickle              Little Miss Scary              Little Miss Star              Little Miss Twins (find a partner).</li> </ul>	<p>Ensure there is enough space to move around in safely.</p>
	<p><b>Safety Consideration</b></p> <p>Ask pupils to watch out for each other so they do not bump into each other.</p>

**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve.

<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>▪ Pupils work individually to start with and can choose from a selection of bouncy balls. Ask all the pupils to find a safe space and attempt different ways of making the ball bounce. Challenge the pupils by asking if they can catch the ball after they have made it bounce. What do we need to do with our eyes and our hands if we want to catch the ball? Pupils can change their ball at any time in order to have a different experience.</li> <li>▪ Practise rolling and bouncing. Receive from a partner who rolls or bounces. Count the successful number of receives.</li> <li>▪ Repeat and increase the distance from the partner.</li> <li>▪ Revise throw and catch on the spot/travelling/throw up.</li> <li>▪ Catch and throw up, clap and catch. Catch with two hands then one hand, then other hand.</li> <li>▪ Repeat the above adding a throw up, turn round and catch.</li> <li>▪ Revise underarm throw and catch with a bounce, using one or two hands.</li> <li>▪ Underarm throw to partner who catches. Count the number of catches you can complete.</li> <li>▪ Teacher/pupil demonstrations to show catching techniques. Others observe and evaluate their catching technique.</li> </ul>	<p>Start with two hands then move to one hand for smaller balls. Push action down towards the ground and anticipate it coming back up to catch it.</p> <p>Swing arm back and then forward. Release ball onto the ground, bend the knees. Increase difficulty = distance and speed.</p> <p>Watch the ball, reach towards the ball, clasp hand(s) quickly around the ball, and bring into body.</p> <p>Teacher demonstrates.</p> <p>Stay close together initially.</p> <p>Watch partner release the ball. Hands outstretched towards the ball, hands cupped, on contact trap and bring ball into the body.</p>	<p><b>Differentiation activities:</b></p> <p>Less able Use lighter and/or bigger balls. Stay close together in the sending.</p> <p><b>More able</b> Use a smaller ball. Move the partner further away. Throw up, jump and catch. Add in the bounce in the moving throw and catch activity.</p>
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# Fundamentals Unit 1

## Lesson 4 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<p>Learning activities/organisation</p> <ul style="list-style-type: none"> <li>▪ Pairs throw and catch on the move. A moves to new place, stops prepares to catch, B throws, A catches, B moves to new place, stops prepares to catch.</li> <li>▪ As above but move towards a marker, 'Look ahead, pass ahead, move ahead'. When close to marker, throw to hit the marker, collect and repeat travelling to the other marker.</li> </ul>  <ul style="list-style-type: none"> <li>▪ How many passes does it take to get you from marker to marker?</li> <li>▪ How many markers can you visit in one minute?</li> </ul>	<p>Teaching points</p> <p>Move forwards, <u>stop</u>, show hands ready to receive, look forward to partner and send ball to partner.</p> <p>Look forward towards partner, pass forward, move forward, stop, and show hands ready to receive. Accurate pass, follow through in the direction of travel.</p>	<p>Safety Consideration</p>

- Cups and saucers. Pupils are split into two teams. One team are cups and the other saucers. Cones are spread out on the floor, a safe distance apart with an equal amount being placed up right and the remainder upside down. On command pupils move from their designated area (a line or a cone) and turn over cones to make them in to cups or saucers. The team with the most cups or saucers wins.

#### **Lesson review/cool down**

Whole body stretches. Tall, wide, low, twist. Slow movement into and out of stretch shapes.  
Review the skills learnt and what to improve on next lesson. Can also practise at playtimes.

#### **Extension activity, if time:**

Flip it over! Spread as many cones out on a playground surface as you can and have them all upside down. Every pupil has a ball and their job is to bounce the ball on the edge of each cone and flip them over.

# Fundamentals Unit 1

## Lesson 5

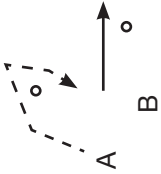
Lesson No: 5	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To develop control of movements when moving at speed.</li> <li>To develop rolling, aiming and throwing skills.</li> <li>To develop kicking and trapping skills.</li> </ul>	<p>Below – are able to move about the space safely with some control and can throw and sometimes catch and kick.            Met – can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball.            Above – can move about the space safely at speed changing direction with control, can aim, throw and catch and kick a ball consistently well.</p>
<p><b>Core task</b></p> <p>Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment;</b> a variety of size and weight of balls, hoops, cone, rackets or bats, spots.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Traffic Lights. Pupils run around the area and perform actions to colour words on red – stop, amber – jog, green – sprint. Repeat using different actions e.g. skipping, galloping.</li> <li>Complete whole body stretches of tall, wide, low, tuck, and twist.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Ask pupils to watch out for each other so they do not bump into each other.</p> <p>Ensure there is enough space to move around in safely. Use all space available. Move into/through space, upright body position. Listen carefully.</p> <p>Move slowly into stretch shape, hold 6 seconds.</p>

**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve, kick, trap.

<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>▪ Individually, roll, run, and stop a ball with a hand (right then left). Repeat using different size/type of ball.</li> <li>▪ Individually travelling in lines across the playing area, roll the ball out in front of you, run and stop a ball with a foot (right/left). Repeat using different size/type of ball.</li> <li>▪ In pairs kick a ball to partner along the ground, partner controls the ball and kicks it back.</li> <li>▪ Once successful, kick the ball to partner, move to new place, partner controls ball and kicks back. Count how many kicks in half a minute. Repeat trying to beat the previous score.</li> </ul>	<p>Recap from previous lessons.</p> <p>Place foot on top of ball to stop it.</p> <p>Teacher demonstrates in slow motion. Swing foot to strike ball with instep, opposite foot forward. Step onto front foot; use arms to balance. Head over ball, follow through in direction of kick, balanced. Partner receives it on their instep to control it.</p> <p>Look for the partner and have the head over the ball. Control the ball with instep before passing. Follow through in direction of partner.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Stay close together in the pair's activity. Some may receive the kicked ball with both hands. Use a larger width racket.</p> <p><b>More able</b> Move further apart in the pair's activity. Use a smaller ball, bat.</p>
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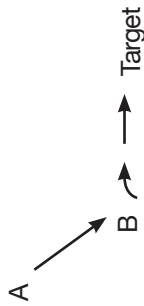
# Fundamentals Unit 1

## Lesson 5 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<p>■ A kicks ball into a space and runs to marker and back. Count number of runs. B runs to collect ball and place it on a different marker. Change over. Repeat, try to beat score.</p>  <p>■ Individually, send a ball rolling, chase and stop with a bat. Repeat using different size/type of ball/bats. Send the ball in different directions, forwards, backwards, and sideways.</p> <p>■ In twos, standing opposite each other 5 metres apart, (A) rolls the ball into a space at the side of (B), (B) receives the ball with their racket/bat and rolls the ball straight back to (A).</p> <p>■ Repeat rolling the ball to the opposite side of (B). Change over.</p> <p>■ Repeat – increasing the distance the player moves to receive the ball          – using different size/type of ball.</p>	<p>Head over ball, kick further into space. Quick chase, collect and control ball.</p> <p>Show pupils how to trap the ball whilst on the move with the racket/bat. Start off walking and then build up the speed.</p> <p>Show the pupils how they have to move into the space to stop the ball as it is not sent directly to them.</p>	



- In twos, (A) rolls the ball to the side of (B) who runs to receive the ball. (B) turns and rolls the ball at the target. (A) collects the ball. Repeat, changeover. Count points, score each time the ball hits the target.



Repeat – using different size/type of ball

- increasing the distance (B) moves to receive the ball and/or distance to target
- changing the size of the target.

Remind pupils about how to roll and aim.

#### Lesson review/cool down

Balance on it. Get class in to pairs. One pupil gives commands and the other is the performer. The commander calls out a number and their partner gets in to a balance using that number of body parts. The commander then counts to 3 which is the amount of time the performer needs to hold their balance. The pupils then swap over. Every now and then get pupils to show the rest of the class their balances. Try to encourage pupils to use different body parts and shapes.

#### Extension activity, if time:

Repeat the last activity changing the roll towards the target to a kick towards the target.

# Fundamentals Unit 1

## Lesson 6

Lesson No: 6	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To complete the core task.</li> <li>To develop control of movements when moving at speed.</li> <li>To develop rolling, aiming and throwing skills.</li> <li>To develop kicking and trapping skills.</li> </ul>	<p>Below – are able to move about the space safely with some control and can throw and sometimes catch and kick. Met – can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball. Above – can move about the space safely at speed changing direction with control, can aim, throw and catch and kick a ball consistently well.</p>
<p><b>Core task</b> Choose 2-3 activities from the KS1 Generic Multi-skills resource pack, (found on the cd-rom).</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment;</b> a variety of size and weight of balls, hoops, cone, rackets or bats, spots.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Sticky Witches. Spread lots of throw down spots over the floor and get the pupils to find a space in between the spots. Choose one pupil to be a tagger or the witch! Their job is to tag other pupils who are moving around the area. When they successfully make a tag on another pupil they then find a free throw down spot and become a witch's assistant. They can help the witch tag pupils but they must always have one foot on a spot. If they move from the spot their tag will not count. The last pupil remaining in the game wins.</li> </ul>	<p>Ensure there is enough space to move around in safely. Use all space available.</p>
<ul style="list-style-type: none"> <li>Pupils collect up the spots. Follow the spots. Using cones, lines or spots get pupils in to pairs and ask them to create a pathway using the above equipment. Pupils then take it in turns to follow the pathway. Pupils can change their pathway when they want to.</li> </ul>	<p>Ask the following questions:</p> <ol style="list-style-type: none"> <li>Can you follow each spot quickly?</li> <li>Can you follow each spot slowly?</li> <li>Can you follow the spots going backwards?</li> <li>Can you jump or leap from spot to spot? Get them to think of shapes and directions they could move in.</li> </ol>
	<p><b>Safety Consideration</b> Ask pupils to watch out for each other so they do not bump into each other.</p>

**Key vocabulary:** Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve, kick, trap.

<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>Set up a multi skills circuit for pupils to participate in from the KS1 Generic Multi-skills resource pack, (found on the cd-rom): one based on agility (changing direction at speed), one based on throwing and catching, and one based on developing aiming at a target one based on kicking or trapping with a bat/racket.</li> </ul>	<p><b>Differentiation activities:</b></p> <p>Ensure the multi skills circuit contains a range of activities for both the less able and more able.</p>
	<p>Divide pupils into pairs or small groups. One person works at a time for 30 seconds at each station then move round. Pupils change on teacher's whistle/command.</p> <p>Teacher can assess how well pupils have developed.</p>
<p><b>Lesson review/cool down</b></p> <p>Tight rope. Pupils find a space on the line of the netball court (or other line markings). Ask pupils to follow the line, trying not to allow their feet to go off the line. Try the following:</p> <ol style="list-style-type: none"> <li>Walking backwards following the line</li> <li>Hands on hips</li> <li>Arms out wide</li> <li>Hands on head</li> <li>Walking sideways.</li> </ol> <p>When pupils come towards other pupils ask them to step aside to let others pass then return to the line.</p> <p>Review what new skills have pupils learnt and what can they do better now. What do they need to do to improve?</p>	<p><b>Extension activity, if time:</b></p> <p>Team relays. Split class in to groups of 4-6 and complete a series of fun relay races focusing on skills learnt throughout the unit.</p>

# Fundamentals

## Unit 2 overview

<p><b>Area of activity:</b> Fundamentals, ABC, Games</p>	<p><b>Unit title:</b> Fundamentals</p>	<p><b>Venue:</b> Playground or field</p>	<p><b>Further support:</b> The multi-skills festival pack on the cd-rom. BBC Sport website, health and fitness speed academy; 1st4sport.com; you tube videos, especially 'Teachers TV fundamental movement skills'.</p>
<p><b>Key stage:</b> KS1</p>	<p><b>Curriculum objectives:</b> Refine the skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.</p>	<p><b>Key concepts:</b> Run, step, sideways, forwards, backwards, agile, control, aim, throw, catch, hit, target, and score.</p>	
<p><b>Year group:</b> One</p>			
<p><b>Resources:</b> Micro hurdles, agility ladder, bibs, balls, lines and cones.</p>	<p><b>Links to other topics:</b> Athletics</p>	<p><b>Core task:</b> Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>	

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Lesson outline</b>	To practice and refine the skills of running successfully.	To further improve mechanics of running and introduce the side stepping action.	To practice and improve throwing and catching skills.
<b>Learning outcome</b>	Pupils can run fluently over the agility ladder and sometimes over the hurdles.	Pupils can run fluently over the agility ladder and sometimes over the hurdles.	Can move about the space and can throw and catch a ball.

	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>Lesson outline</b>	To practice and improve throwing and catching skills. To throw and catch on the move.	To develop the agility to change direction whilst running.	To practise the skills learnt and complete the core task.
<b>Learning outcome</b>	Can move about the space and can throw and often catch a ball on the move.	Pupils can run fluently whilst changing direction and running round curves.	Complete the core task successfully. Can aim, throw and catch a ball consistently and use the correct technique for running.

# Fundamentals Unit 2

## Lesson 1

Lesson No: 1	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To practice and refine the skills of running successfully.</li> </ul>	<p>Below - Pupils can run with fluency and control over a flat surface.            Met - Pupils can run fluently over the agility ladder and sometimes over the hurdles.            Above - Pupils can run consistently fluently over both the agility ladder and the hurdles.</p>
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment;</b> markers/throw down lines and cones.</p> <p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>Dynamic warm up for approximately 5 minutes jogging forward and backward ( small steps, controlled) x2 each way.</li> <li>Walking forward and backward on ball of feet x1 each way.</li> <li>Walking laterally on ball of feet x1 each way.</li> </ul> <p><b>Main teaching activity:</b></p> <p>Arrange whole group on a line with a second line 15 metres away, marked out.</p> <ul style="list-style-type: none"> <li>Group to run to far line and return without any guidance beforehand.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Ensure pairs have enough space between them and the next pair. Travel in the same direction.</p> <p>Ensure pathway is clear before travelling backwards.</p>

**Key vocabulary:** Balls of feet, 90 degree angle, knee lift, push off, power, pump.

<ul style="list-style-type: none"> <li>▪ Run again but instruct to run on ball of feet and listen for difference when foot makes ground contact.</li> <li>▪ Demonstrate start position and then run again on signal ready, set and go.</li> <li>▪ Repeat ensuring pupils are running tall as well as on ball of feet.</li> </ul> <ul style="list-style-type: none"> <li>▪ Group to stand on line and jog on spot, on “go” they should move (pump) their arms as fast as possible, legs should also have moved faster naturally whilst still on the spot.</li> <li>▪ Repeat but with a partner standing behind with hands held up.</li> </ul> <ul style="list-style-type: none"> <li>▪ Sit on floor with legs stretched out in front and repeat arm movement.</li> <li>▪ Group to now run from first to second line and back putting all above techniques into practice.</li> <li>▪ Use throw down lines or chalk marks. In small groups each pupil is to run over markers/lines using one leg, (i.e. one leg is a ‘lead’ leg), foot of second leg to be planted next to marker/line on the outside.</li> </ul>	<p>Run on balls of feet, listen for quiet ground contact - run tall, straight back, chest forward slightly, head upright – arm bent at 90 degree angle, hands relaxed, movement from thumb rubbing cheek to rubbing around waistline and lifting elbows behind body, keep arms close to body.</p> <p>Bring in the legs action: lift knee although not above waistband, ensuring feet and knees in line, no splaying of feet – when turning place foot turn and push off powerfully with leg.</p> <p>Demonstrate good arm mechanics and get group to practice standing still.</p> <p>Pupil’s arms to make contact with partners hand on backward arm movement and thumb to rub cheek on forward arm movement.</p> <p>As power increases bottom should bounce on floor.</p> <p>What you might need to correct: head movement or looking at other runners, backward lean from waist, forward lean from waist, splaying out of feet when running or clearing hurdles and not lifting the knee, falling back on to heels.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Enable them to see you demonstrating the arm technique as they move towards you. Pupils to look at you as they run. Delay introduction of the hurdle.</p> <p><b>More able</b> Extend the running distance. Introduce hurdles to run over.</p>
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# Fundamentals Unit 2

## Lesson 1 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>■ Repeat using other leg.</li> <li>■ Pupils now run and clear each marker/line with both legs and with one foot making contact with floor between each marker.</li> <li>■ Repeat but with both feet making contact with the floor between each marker/line i.e. mini or double steps.</li> <li>■ Develop the running into a relays competition in teams of four. Run over the marker/lines and add a sprint to a cone, run back and next player runs.</li> </ul>	<p>Change the spacing of the marker/lines.</p>	
<p><b>Lesson review/cool down</b> Slow jog/walking stretches/stationary stretch.</p>	<p><b>Extension activity, if time:</b> Truck and trailer game pupils run behind a partner weaving in and out of the area, staying close. Swap over.</p>	



# Fundamentals Unit 2

## Lesson 2

Lesson No: 2	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To further improve mechanics of running and introduce the side stepping action.</li> </ul>	<p>Below - Pupils can run with fluency and control over a flat surface. Met - Pupils can run fluently over the agility ladder and sometimes over the hurdles. Above - Pupils can run consistently fluently over both the agility ladder and the hurdles.</p>	
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Equipment;</b> markers/throw down lines agility ladders and micro hurdles. If no agility ladder available, use throw down lines or chalk marks. If no micro hurdles use a cone.</p> <p><b>Warm up:</b> Dynamic warm up for approximately 5 minutes.</p> <ul style="list-style-type: none"> <li>Gears. Teacher calls out the commands: 1st gear = walking, 2nd gear = gentle jog, 3rd gear = jog, 4th gear = fast jog. Can add in change of directions to the each gear depending on the space.</li> <li>Pupils travel around the area using different action such as big/little stride, sideways, high knees.</li> </ul> <p><b>Main teaching activity:</b> Arrange whole group on a line with a second line 15 metres away.</p> <ul style="list-style-type: none"> <li>Refresh the good running mechanics as practiced in lesson 1 and then the group runs to far line and returns.</li> <li>Put the group into pairs and take it in turns to be a coach watching their partner run and then feedback to their partner one thing they did well while running. Change roles.</li> </ul>	<p>Ensure there is enough space for pupils to move around in safely and discuss this with the class.</p> <p>See last lesson.</p> <p>Remind pupils of the technique they are looking for.</p>	<p>Ensure pairs have enough space between them and the next pair. Travel in the same direction. Ensure pathway is clear before travelling backwards.</p>

# Fundamentals Unit 2

## Lesson 2 (continued)

Learning activities/organisation	Teaching points	Safety Consideration
<ul style="list-style-type: none"> <li>■ Whole group to side step to far end and return.</li> <li>■ With a partner take it in turns to side step over 1 micro hurdle three to four times each.</li> <li>■ With a partner one leads by side stepping from one end of playing area to other changing from forward and back at random.</li> <li>■ Repeat with both pupils holding their hands up and following their partner to keep in step with leader and hands in line while facing each other.</li> </ul> <p>Using small groups and agility ladders – see differentiation activities and appendix.</p> <ul style="list-style-type: none"> <li>■ High knee lower leg placed in ladder rung placing left foot in each rung and right foot outside ladder to the right.</li> <li>■ Repeat with right foot in ladder and left to the side of the ladder.</li> <li>■ Run forward through ladder placing one foot in each rung.</li> <li>■ Run forward through ladder placing two feet in each rung.</li> <li>■ Moving laterally through ladder placing two feet in each rung.</li> <li>■ Introduce competitive relays using ladders and/or hurdles.</li> </ul>	<p>When side stepping push of outside leg, do not cross feet, keep wide base. As confidence builds move through hurdles and ladders with eyes up.</p> <p>Mirroring action – teacher demonstrates.</p> <p>Walk or slow jog initially.</p> <p>Teacher demonstrates in as slow motion as possible.</p> <p>Arms horizontal whilst side stepping, arms extend towards partner.</p> <p>What you might need to correct: as lesson 1, and jumping instead of placing two feet in rung, quality giving way to speed, skipping laterally and not running.</p> <p>Remind pupils the key things to look for.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Some stay using lines/markers not hurdles/ladders. Side step at walking pace and build up, either with or without the ladders.</p> <p><b>More able</b> Moving laterally through ladder placing one foot in each rung.</p>

**Key vocabulary:** Eyes up, sideways, lead leg, direction of travel, ladder rung, right/left side step.


	<p>Move through ladder performing the "Icky Shuffle" both feet in first rung then place right leg outside second rung to the right bringing left foot forward into second rung. Bring right alongside left foot in second rung. Place left foot forward to the outside of third rung and right forward into third rung and then left into third rung alongside right foot. Continue through ladder you are now doing the "Icky Shuffle".</p>	
		<p><b>Extension activity, if time:</b></p>
		<p><b>Lesson review/cool down</b> Repeat the gears actions from the warm up but in reverse, i.e. from 4 down to 1.</p>

# Fundamentals Unit 2

## Lesson 3

Lesson No: 3	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To practice and improve throwing and catching skills.</li> </ul>	<p>Below - are able to move about the space safely and can throw a ball.            Met - can move about the space and can throw and often catch a ball.            Above - can move about the space and can throw and catch a ball consistently.</p>	
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Equipment;</b> cones and a variety of size/weight balls, bean bags.</p> <p><b>Warm up:</b> Dynamic warm up for approximately 5 minutes.</p> <ul style="list-style-type: none"> <li>DVD game. Pupils move around the area and follow each command called out by the teacher:               <ul style="list-style-type: none"> <li>Play - gentle jog.</li> <li>Fast forward - accelerate.</li> <li>Rewind - backwards.</li> <li>Pause - freeze.</li> <li>Eject - jump.</li> </ul> </li> <li>Record - find a partner and copy their action.</li> <li>Stop - stand still.</li> <li>Switch off - sit.</li> </ul> <ul style="list-style-type: none"> <li>Pupils get in to pairs and choose one ball from all the different types available. Let the pairs experiment with how to pass the ball to each other. They can roll, bounce, throw etc.</li> </ul>	<p>Ensure there is enough space for pupils to move around in safely and discuss this with the class.</p> <p>After some time ask the children to replace that ball with an entirely different one e.g. go from big to small, sponge to firmer etc and try the same as above. How might you pass the ball differently now you have change of ball?</p>	<p>Ensure pairs have enough space between them and the next pair. Travel in the same direction.</p> <p>Ensure pathway is clear before travelling backwards.</p>

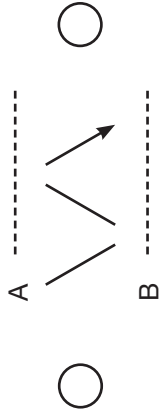
**Key vocabulary:** Run, jog, stop, turn, stretch, aim, throw, roll, safe, forwards, backwards.

<p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate catching technique.</li> <li>▪ Demonstrate under arm throw – pupils to practice without ball.</li> <li>▪ While standing still individually practice throwing ball up and catching, keeping the ball low.</li> <li>▪ While standing still individually practice throwing ball up and catching with a higher throw.</li> <li>▪ Repeat both of above while moving around.</li> <li>▪ In pairs, close together throw and catch to each other underarm.</li> <li>▪ In pairs throw and catch to each other underarm. Each time a catch made the catcher takes one step backwards, if dropped both return to starting place.</li> <li>▪ In pairs throw and catch to each other underarm. If a partner drops a catch they go onto one knee, if next time they catch then they stand up, if dropped again go onto both knees.</li> <li>▪ In small teams each team member takes it in turns to run carrying a ball from A to B and then returns to C and throws to next team member from 1 - 2 metres away.</li> </ul> <div style="text-align: center;">  <p style="text-align: center;">XXXX      C ←      A →      B</p> </div> <ul style="list-style-type: none"> <li>▪ Split into equal number of teams. 2 teams to face each other with a metre gap between them. The end player throws the ball to end player on the other team and then run behind their own team to the front of the line as soon as the pass made. Teams in this way make their way down playing area. First pair of teams to cross a predetermined line is the winner.</li> <li>▪ The team stands in a small circle with one pupil on the outside. They pass the ball from player to player and the pupil runs around the outside of the circle, attempting to 'beat' the ball.</li> </ul>	<p>Catch with big hands and draw into body.</p> <p>Teacher shows pupils how to swing the arm backwards and then forwards, aiming at their partner with the arm, and let go. Look, aim, and use the arms to throw the ball in the right direction.</p> <p>Receiving partner to position legs and arms ready to catch the ball. Hands cupped and together. Two hands clasp the ball into palm Start close together initially.</p> <p>Position a cone for C to throw from to make an 'easy' successful catch.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Enable them to see you demonstrating the arm technique as they move towards you. Pupils to look at you as they run. Delay introduction of the hurdle.</p> <p><b>More able</b> Extend the running distance. Introduce hurdles to run over.</p>
<p><b>Lesson review/cool down</b> Pupils walk around the playing area with a partner and have to recall the key points for the underarm throwing technique; teacher gets ideas as they return.</p>	<p><b>Extension activity, if time:</b> Each pupil has a small ball and they throw for distance underarm once to see how far they can get, then collect in.</p>	

# Fundamentals Unit 2

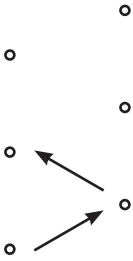
## Lesson 4

Lesson No: 4	Expectations	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To practice and improve throwing and catching skills.</li> <li>To be able to score a try in end zone.</li> </ul>	<p>Below - are able to move about the space safely and can throw and catch a ball, sometimes on the move. Met - can move about the space and can throw and often catch a ball on the move. Above - can move about the space and can throw and catch a ball on the move consistently.</p>	
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>		
Learning activities/organisation	Teaching points	Safety Consideration
<p><b>Equipment;</b> Cones, various size balls, spots, skittles, hoops and bibs.</p> <p><b>Warm up:</b> Dynamic warm up for approximately 5 minutes. Play Run Rabbit in a playing area of at least 10 metres square.</p> <ul style="list-style-type: none"> <li>2 pupils are foxes and wear bibs, the remainder are rabbits.</li> <li>Aim is for the foxes to catch the rabbits.</li> <li>Rabbits stop when caught and bounce on 2 feet.</li> <li>Swap the foxes regularly.</li> </ul> <p><b>Main teaching activity:</b></p> <ul style="list-style-type: none"> <li>Refresh the main points from last lesson.</li> <li>With one ball for each pair children should sidestep between two points facing each other and pass the ball while moving.</li> <li>In pairs stand either side of an a target i.e. hoop, spot, skittle, chalk mark on the wall etc, and throw the ball to hit the target and then partner catches it, repeat.</li> <li>Repeat - using different size/type of object/ball.</li> <li>vary the distance from the target.</li> <li>vary the size of the target.</li> <li>vary the type of throwing action.</li> </ul>	<p>Ensure there is enough space for pupils to move around in safely and remind the class about looking out for each other.</p> <p>Look, aim, and use the arms to throw the ball in the right direction.</p> <p>Walk initially and build up speed. When side stepping push of outside leg, do not cross feet, keep wide base.</p> <p>Remind pupils about the ready to catch position. Receiving partner to position legs and arms ready to catch the ball. Hands cupped and together. Two hands clasp the ball into palm. Start close together initially.</p>	<p>Ensure pairs have enough space between them and the next pair. Travel and throw in the same direction.</p>

	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Stay closer together Stop before throwing/passing the ball around the body. Stay close together for the throw and catching. Goal is scored if they get the ball in the hoop, no skittle required.</p> <p><b>More able</b> Further apart for catching on the move.</p>	<p><b>Extension activity, if time:</b> Repeat the above with a time limit set by the teacher. How many successful catches can the team do in 1 minute?</p>
<ul style="list-style-type: none"> <li>In twos (A+B), (A) throws a ball against a wall (B) catches and repeats.             <ul style="list-style-type: none"> <li>Repeat - vary the distance from the wall.</li> <li>allow the ball to bounce before being caught.</li> </ul> </li> <li>In twos (A+B), start in the middle of two hoops/skittle (A+B) pass the ball between themselves, moving towards a skittle in a hoop. Score a goal by knocking down the skittle. Repeat, knocking down the second skittle.</li> </ul> <div style="text-align: center;">  <p>A ----- O \ / \ O B -----</p> </div> <ul style="list-style-type: none"> <li>Repeat – increasing the distance between the skittles or reducing the number of passes. If the ball is not successfully caught players must return to the middle and start again.</li> <li>Split groups into groups of five and while running between two points marked by a cone each team member should:             <ul style="list-style-type: none"> <li>Pass ball around the body three times.</li> <li>Pass ball under each leg while leg raised off the ground, three times under each leg.</li> <li>Throw ball up into air clap hands and catch three times.</li> </ul> </li> <li>In groups of five, four to stand at corners of a square and the fifth to stand in middle. Four players on outside to throw and catch to each other round the edge of the square while the fifth player runs around the outside of the square once. The fifth player then changes with of the four players.</li> </ul>	<p>Repeat using different size/type of ball.</p> <p>Allocate these tasks according to how well the pupil can catch.</p>	<p><b>Lesson review/cool down</b> Pupils collect all equipment in and teacher asks what the good technique for throwing and catching is and how can they be successful doing this on the move?</p>

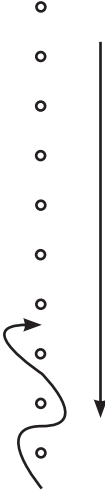
# Fundamentals Unit 2

## Lesson 5

Lesson No: 5	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To develop the agility to change direction whilst running.</li> </ul>	<p>Below - Pupils can run with fluency and control over a flat surface.            Met - Pupils can run fluently whilst changing direction and running round curves.            Above - Pupils can run consistently fluently whilst changing direction and running round curves backwards and with side steps.</p>
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment; Cones.</b></p> <p><b>Warm up:</b> Dynamic warm up for approximately 5 minutes. Play Flying birds:</p> <ul style="list-style-type: none"> <li>Pupils jog on the spot with arms outstretched.</li> <li>On command, 'Flapping birds' pupils move arms up and down keeping them straight while jogging.</li> <li>On command, 'Flying birds' pupils gently move arms up and down while jogging.</li> <li>Fly in small flocks.</li> <li>Fly as different birds.</li> </ul>	<p><b>Safety Consideration</b></p> <p>Ensure pairs have enough space between them and the next pair. Travel in the same direction.</p>
<p><b>Main teaching activity:</b></p> <p>Split group into smaller group of five or six and lay set of cones in zig zag formation.</p> <ul style="list-style-type: none"> <li>Each group starts standing one behind the other and takes it in turns to run between cones touching first cone on right with right foot and then first cone on left with left foot and so on. Body always facing forward.</li> </ul>  <p>XXXX</p>	<p>Ensure there is enough space for pupils to move around in safely and remind the class about looking out for each other</p> <p>Ensure powerful push off with outside foot; ensure correct running mechanics as per lessons 1 and 2. Ensure knee lift and arm pump when running laterally not skipping or crossing feet.</p>



**Key vocabulary:** Run, jog, stop, turn, stretch, curve, agility, safe, forwards, backwards.

<p>Discuss the word agility with pupils, what does it take for us to be agile? Light on feet, quick changes of direction.</p> <p>Pupils need to be able to run well not just in a straight line. Question, when might we need to do this? Answer, games dance etc.</p> <p>Talk to pupils about how we need to be able to run for long times, when might this be? We need to practice this; they can do it themselves at playtime/lunchtime and at home.</p>	<p><b>Differentiation activities:</b></p> <p><b>Less able</b> Move cones closer together.</p> <p><b>More able</b> Attempt to run backwards around the circle. Lead the train.</p>	<p><b>Extension activity, if time:</b> Play cups and saucers.</p>
<ul style="list-style-type: none"> <li>▪ Repeat above but touch cones with feet, left foot to left cones and right to right.</li> <li>▪ Repeat above but touch cones with hands, left hand to left cones and right to right.</li> <li>▪ Place cones in curved line teams take it in turn to run along line and back.</li> </ul>  <ul style="list-style-type: none"> <li>▪ Cones placed to make a large circle. Each team lines up behind a starter cone (of a different colour) and on signal:             <ul style="list-style-type: none"> <li>– Front player from each team runs clockwise around cones and returns to team then player two does the same.</li> <li>– Repeat but run around circle anti clockwise.</li> <li>– Repeat running clockwise and choose from – run forward, side step.</li> <li>– Repeat running anti clockwise.</li> </ul> </li> <li>▪ Trains. Using the cones as above, pupil 1 sets off at a jog around the cones and then as they pass the start they pick up pupil 2 and so on until all the team are running. Once all are running pupil 1 drops out of the group as they pass the start, then pupil 2 and so on.</li> </ul>	<p>Repeat above but touch cones with feet, left foot to left cones and right to right.</p> <p>Repeat above but touch cones with hands, left hand to left cones and right to right.</p> <p>Place cones in curved line teams take it in turn to run along line and back.</p> <p>Cones placed to make a large circle. Each team lines up behind a starter cone (of a different colour) and on signal:</p> <ul style="list-style-type: none"> <li>– Front player from each team runs clockwise around cones and returns to team then player two does the same.</li> <li>– Repeat but run around circle anti clockwise.</li> <li>– Repeat running clockwise and choose from – run forward, side step.</li> <li>– Repeat running anti clockwise.</li> </ul> <p>Trains. Using the cones as above, pupil 1 sets off at a jog around the cones and then as they pass the start they pick up pupil 2 and so on until all the team are running. Once all are running pupil 1 drops out of the group as they pass the start, then pupil 2 and so on.</p>	<p><b>Lesson review/cool down</b> Play Cars and Caravans at walking pace. Pupils work in pairs, standing one behind the other. The person in front is the car, the person behind is the caravan. The car moves around the space, towing the caravan. When Stop is shouted, the caravan should be able to touch their car on the shoulder.</p>

# Fundamentals Unit 2

## Lesson 6

Lesson No: 6	Expectations
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To recap and develop skills taught throughout the unit, lateral running/throwing/catching/changing direction.</li> <li>To complete the core task.</li> </ul>	<p>Below - aim, catch and throw a ball correctly. Be able to turn their own body quickly to change direction.            Met - aim throw and catch a ball consistently and use the correct technique for running.            Above - Pupils can run consistently fluently whilst changing direction and running round curves backwards and with side steps. Can aim throw and catch a ball with accuracy and control.</p>
<p><b>Core task</b></p> <p>Complete five out of the ten activities in the KS1 generic multi-skills festival with consistent accuracy, control and the relevant techniques.</p>	
Learning activities/organisation	Teaching points
<p><b>Equipment:</b> Ladders, hurdles, bean bags and cones. If no agility ladder available, use throw down lines or chalk marks. If no micro hurdles use a cone. As per the activities chosen for the festival.</p> <p><b>Warm up:</b> Dynamic warm up. Play Cars and Caravans, a development from last lesson. Pupils work in pairs, standing one behind the other. The person in front is the car, the person behind is the caravan. The car moves around the space, trying to lose the caravan. When Stop is shouted, the caravan should be able to touch their car on the shoulder. Initially jogging then slow to a walk.</p> <p><b>Main teaching activity:</b>            Divide group into smaller groups and using agility ladders:</p> <ul style="list-style-type: none"> <li>Each team member to perform “icky shuffle” through agility ladders (see lesson 2).</li> <li>Each team member to “hop scotch” through agility ladder.</li> </ul>	<p>Focus on the range of skills learnt over the course of the unit.</p> <p>Correct running mechanics observed as per previous lessons.            Run laterally and not skip.</p>
Safety Consideration	<p>Ensure pairs have enough space between them and the next pair. Travel and throw in the same direction.</p>

**Key vocabulary:** Run, jog, stop, turn, stretch, curve, agility, safe, forwards, backwards, aim, throw, roll, target score.

	<p><b>Differentiation activities:</b></p> <p>Ensure the multi skills circuit contains a range of activities for both the less able and more able.</p>	
	<p>Divide pupils into pairs or small groups. One person works at a time for 30 seconds at each station then move round. Pupils change on teacher's whistle/command. Teacher can assess how well pupils have developed.</p>	<p><b>Extension activity, if time:</b></p> <p>Cone stealing game. In small teams pupils have to run and collect as many cone as possible. Team with the most wins.</p>
<ul style="list-style-type: none"> <li>■ Set up circuit including different directions of running for example as follows:             <ul style="list-style-type: none"> <li>- Run through ladder placing one foot in each rung.</li> <li>- Run through ladder laterally two feet in each ladder.</li> <li>- Side step through series of cones set at zig zag touching each cone on left with left hand and each cone on right with right hand.</li> <li>- Run from last cone in zig zag series to cone place 2 metres away and then back again but running backwards.</li> <li>- Side step over two hurdles placed next to each other then run back to starting point.</li> </ul> </li> <li>■ Set up a multi skills circuit for children to participate in. Three/four activities: one based on agility (changing direction at speed), one based on throwing and catching and one based on developing aiming at a target.</li> </ul>		<p><b>Lesson review/cool down</b></p> <p>Review what new skills have pupils learnt and what can they do better now. What do they need to do to improve?</p>

# Appendix: Fundamentals

## Agility ladder activities



## Micro hurdles



# STEP – Games differentiation

The following are a range of STEP approaches that can be changed and varied to support pupil learning and progress in games	
<p><b>Space</b> Where the activity is happening</p>	<p><b>Working areas</b> e.g. circles, square, rectangle, triangle, lines, funnels, zones, grids, wide, narrow, short, long.</p> <p><b>Directional space:</b> backwards, sideways, forwards, up/down, around, towards, away, high, low, behind, in front, under, over.</p> <p><b>Pathways in space</b> straight, curved, zig-zag, diagonal, arched, circular.</p> <p><b>General:</b> big, small, group, shapes.</p> <p><b>Direction:</b> up, down, in, out, forward, backward, around, through, sideways. Adaptation of area. Distance travelled. Use of zoned area. Nearer to/further way from partner.</p>
<p><b>Task</b> What is happening</p>	<p><b>Action:</b> e.g. travelling, catching, throwing, bouncing, kicking, swinging, striking, turning, jumping, weaving, dribbling, marking, dodging.</p> <p><b>How:</b> e.g. quick, slow, light, heavy, quiet, competition, timed, copied.</p> <p><b>Changes</b> linked to e.g. language used, timing/duration, range, content and outcomes, intervention and questions, tasks matched to ability and interest, give pupil responsibility to stay on task, extension activities, number and complexity, verbal, non-verbal, visual cues.</p>
<p><b>Equipment</b> What is being used?</p>	<p><b>Resources used:</b> e.g. people, apparatus, equipment, (different shape, size, texture, property, weight, height, width, angle, length, colour).</p> <p><b>Media/ICT:</b> e.g. camera, PC and interactive board. Stopwatch; video.</p> <p><b>Type of equipment:</b> e.g. balls, bats, markers, goals, rackets, sticks.</p> <p><b>Play surfaces:</b> grass, hard court.</p>
<p><b>People</b> Who is involved</p>	<p><b>Grouping:</b> Independent, pairs, trio, friends, ability, gender, size, learning style, teams (e.g. 1 v 2; 3 v 3).</p> <p><b>Who:</b> Individual, partner, small group or larger group work. Roles. Changes discussed and agreed by the whole group.</p>

# Progression in Games

	Simple	→	Complex							
Skills	→	Static	→	Moving Player (without ball)	→	Moving Player (with ball)	→	Both Players Moving		
Opposition	→	No opposition	→	Passive	→	Moving/Passive	→	Active	→	Competitive
Target/Goal	→	Large	→	Small	→	Undefended	→	Defended		
Numbers	→	Individual	→	Pairs	→	Groups				
Speed to Perform	→	Walk	→	Jog	→	Run	→	Game Speed		
<p style="text-align: center;"><b>Space</b></p> <p>Distance between Players Short → Long</p> <p>Distance between Players/Opposition Short → Long</p> <p>Playing Space Short → Long</p>										

# Assessment in Games

	YEAR 1	YEAR 2	YEARS 3 AND 4	YEARS 5 AND 6	Beyond Yr 6
<b>FS/Reception</b>	I can stop a ball with some control	I can stop/catch/ strike a ball with control and accuracy	I can control, strike, catch a ball whilst moving and keep possession with some accuracy	I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules.	I can control movement with a ball in an opposed situation whilst moving
	I can send a ball in the direction of another person and collect a ball	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 take part in sending and receiving activities with a partner	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 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.

# Multi-skills Festival Pack

These packs have been designed to aid the delivery of multi-skills within your schools and to develop KS1 and KS2 intra school competition.

You can set up as many or as few stations as you want however, having a carousel of activities, which accommodates small groups of pupils, can ensure maximum participation for all.

The Generic Multi-skills Festivals have been produced in line with the National Curriculum. Also included are Games Festivals covering the areas of Net and Wall, Invasion and Striking and Fielding.

**KS1 – Generic Multi-skills Festival**

**KS2 – Generic Multi-skills Festival**

**KS2 – Invasion Games Festival**

**KS2 – Net and Wall Festival**

**KS2 – Striking and Fielding Festival**

There is also an Obstacle Relay Template. This can be used as a competition element at the end of the festival.

Within each festival there is an explanation of each activity along with equipment needed, scoring options and suggested progressions. You can select the number of activities according to space and equipment available, and numbers of children participating.

## Inclusion

Each activity can be adapted to enable all pupils to take part. This can be done by using the STEP framework,

**S:** space

**T:** task

**E:** equipment

**P:** people

## Safety

Each festival will require you to Risk Assess the space available, the condition of the surface, the activities and the equipment to be used.

## Scoring

Scoring options are given on each of the task cards. These are optional and scoring does NOT have to occur at every station.

## Use of Leaders

Prior to the festival brief the leaders with the activity that they will be running at the festival, giving them a copy of the card and an opportunity to try it out.

Ensure all safety points are considered and the leaders are confident and competent enough to deliver the activity including the progressions where appropriate.

Ensure leaders are aware of where to send their group onto once finished the activity they are on.

The leaders will be acting as role models to the younger pupils and so should act in a professional manner and set a good example.





# 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.

	<b>YEARS 1 &amp; 2</b>	<b>YEARS 3 &amp; 4</b>	<b>YEARS 5 &amp; 6</b>
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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