

Abingdon Primary P.E. Scheme of Work

Dance	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p>Use changes in speed, direction & level</p> <p>Repeat and copy body shapes</p> <p>Know that they need to warm up and cool down after dance</p>	<p>Demonstrate a variety of moving</p> <p>Control of body</p> <p>Co-ordination</p> <p>Know how their body feels after dance activities</p> <p>Know where their heart is and understand why it beats faster when exercising</p>	<p>Use canon and unison</p> <p>Show imaginative response to stimuli through choice of movement.</p> <p>Explore and develop new actions whilst working with a partner or small group</p> <p>Perform with expression</p>	<p>Can structure and perform dances</p> <p>Show imaginative response to stimuli through choice of movement - be able to refine and repeat within a dance</p> <p>Identify and use a range of actions whilst working with a partner or small group</p> <p>Perform with expression</p>	<p>Adapt and refine the way they use weight, space and rhythm in their dances</p> <p>Perform different styles of dance clearly and fluently</p> <p>Vary and combine spatial patterns, speed, tension and continuity on own / with others.</p>	<p>Explore, improvise and choose appropriate material to create new motifs in chosen dance style</p> <p>Use exercises that stretch and tone bodies and help them prepare for dance</p>
Thinking	<p>Describe & explain movements self & others</p> <p>Create & repeat phrases with beginning middle & end</p>	<p>Create a phase with spatial awareness & greater control</p> <p>Experiment with actions, directions and levels</p> <p>Describe phrases and say what they liked and why</p>	<p>Clear order with clear start / finish</p> <p>Link actions to make dance phrases with partner</p> <p>Use language to describe choice of movement.</p> <p>Recognise unison and canon</p> <p>In simple language, explain why they need to warm up and cool down</p>	<p>Can link actions</p> <p>Can describe and make suggestions to improve dance</p> <p>Link actions to make dance phrases with group</p> <p>Recognise unison and canon and suggest improvements</p>	<p>Think about character and narrative ideas created by stimulus</p> <p>Use the following to create motifs: action and reaction, question and answer.</p> <p>Practise and combine longer and more complex phrases.</p> <p>Describe and interpret dance styles using appropriate vocabulary.</p>	<p>To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style</p> <p>Compose, develop and adapt motifs to make dance phrases and use these in longer dance</p> <p>Use appropriate terminology, recognise and describe different styles in their own and others' dances and suggest how they can improve</p> <p>Using appropriate terminology explain relationship between dance and music</p>
Social and Emotional	<p>Respond in movement to Stimuli Music , pictures objects</p>	<p>Communicate: mood / feelings / ideas</p> <p>Being able to work with a partner</p> <p>Describe how the dance makes them feel</p>	<p>Describe what makes a good dance phrase</p> <p>Show an awareness of others</p> <p>Sustain their effort in their dances</p>	<p>Can respond imaginatively to create movement</p> <p>Can structure dance phrases with a group</p> <p>Can work with others to refine and practise</p> <p>Show an awareness of themselves, others and audience</p>	<p>Compose motifs and plan dances creatively and collaboratively</p> <p>Choose appropriate warm up and cooling down activities.</p> <p>Suggest how performances can be improved, so they communicate more effectively</p>	<p>To explain the relationship between dance and music</p>

Invasion Games	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p>Change of speed, direction (avoiding collision)</p> <p>Demonstrate control & accuracy when: Passing & receiving, roll, underarm pass, chest pass, side foot pass</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p>	<p>Control and accuracy</p> <p>Use a range of skills to help keep possession and control of the ball</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently with others</p>	<p>Use a range of long and short passes effectively</p> <p>Applying and selecting skills effectively</p>	<p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control</p> <p>Use a range of techniques to keep possession of ball and get into positions to shoot and score</p>	<p>Use a range of techniques when passing, eg high, low bounced, fast, slow.</p> <p>Change direction and speed when dribbling the ball.</p> <p>Show growing consistency and control in games</p> <p>Apply skills effectively in different types of game</p>
Thinking	<p>Pass & move to receive a ball</p> <p>Describe what they have done or seen others doing.</p> <p>Copy what they see and say why it is good</p>	<p>Be able to find a space</p> <p>Choose and use simple tactics to help their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the games.</p> <p>Making simple decisions about when and where to run</p>	<p>Use of space and tactics</p> <p>Understanding of rules</p> <p>Make good decisions about what to do in order to keep possession</p> <p>Know how to use space in games</p>	<p>Know and understand the concept of attacking and defending</p> <p>Ability to select good attacking and defending tactics</p> <p>Developing roles within a team</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p>	<p>Defend effectively, slowing games down and making it hard to find space</p> <p>Evaluate performance and decide what they need to practise</p>
Social and Emotional	<p>Co-operating with a partner to pass / receive a ball</p> <p>Children talk to each other about what they have done</p>	<p>Communicating and working with others in small sided games</p> <p>Show a good awareness of opponents in running, chasing and avoiding games</p> <p>Copy actions and ideas, and use the information they collect to improve their skills</p>	<p>Identify what they find most difficult.</p> <p>Recognise players who play well in games and give some reasons why</p>	<p>Be able to explain rules in games</p> <p>Identify which games and activities have the biggest impact when trying to improve stamina</p> <p>Describe how some games use short bursts of speed</p>	<p>Mark opponents and help each other in defence</p> <p>Describe the help they need to improve their play by identifying strengths and weaknesses</p>	<p>Identify how they and others are more or less effective in different parts of games. Use information to decide what they need to practise</p> <p>Know how to make the most of strengths and weaknesses in games</p>

Striking and Fielding Games	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p><i>Move fluently, change speed and direction avoiding collisions.</i></p> <p><i>Show control and accuracy for rolling, underarm throwing, striking and kicking a ball</i></p> <p><i>Move inline with ball to receive it.</i></p>	<p><i>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</i></p>	<p><i>Body position / movement of fielder</i></p> <p><i>Begin with throwing then striking ball (kicking / rackets / bats)</i></p> <p><i>Intercept and stop the ball with consistency and sometimes catch the ball</i></p>	<p><i>Can bat using different types of shot</i></p> <p><i>Can change & maintain positioning whilst fielding,</i></p> <p><i>Can throw for distance</i></p> <p><i>Can use different ways of bowling</i></p> <p><i>Strike a ball with intent and throw it more accurately when bowling and/or fielding</i></p>	<p><i>Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.</i></p> <p><i>Use different ways & vary how they bowl</i></p> <p><i>Bat effectively, using different types of shot from both sides of body</i></p> <p><i>Throw overarm with accuracy and for a good distance</i></p>	<p><i>Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy</i></p> <p><i>Show awareness of which skills relate to different parts of a game, or to different roles in a game</i></p> <p><i>Use skills effectively in different types of game</i></p>
Thinking	<p><i>Understand the concept of aiming</i></p> <p><i>Use skills differently, trying to win by changing the way they use skills and space in reaction to their opponent</i></p>	<p><i>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</i></p> <p><i>Body position to throw / catch</i></p> <p><i>Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents.</i></p> <p><i>Know how to score and keep the rules of the games.</i></p>	<p><i>Changing positioning whilst fielding, e.g. for different batters</i></p> <p><i>Judge how far they can run to score points</i></p> <p><i>Choose where to stand as a fielder to make it hard for the batter</i></p> <p><i>(Are they familiar with and use the rules set, and keep games going?)</i></p>	<p><i>Choose and use batting or throwing skills to make the game hard for their opponents</i></p> <p><i>Identify parts of their performance that need improvement, and suggest how to achieve this</i></p>	<p><i>Direct the ball away from fielders, using different angles and speeds.</i></p> <p><i>Gauge when to run after hitting the ball</i></p> <p><i>Use tactics which involve bowlers and fielders working together.</i></p> <p><i>Identify what they need to improve in their performance and suggest how they could do this.</i></p>	<p><i>Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</i></p> <p><i>Use tactics which involve bowlers and fielders working together</i></p> <p><i>Recognise, find and use space well in games</i></p> <p><i>Defend effectively, slowing games down and making it hard to find space</i></p>
Social and Emotional	<p><i>Describe what they have done or seen others doing</i></p> <p><i>Copy what they see and say why it is good</i></p>	<p><i>Lead others—communicate</i></p> <p><i>Begin to anticipate what they will feel like after playing games (winning & Loosing)</i></p>	<p><i>Describe what is successful in their own and others' play</i></p> <p><i>Work well as a team to make it hard for the batter</i></p>	<p><i>Work collaboratively in pairs, group activities and small-sided games</i></p>	<p><i>Work collaboratively in pairs, group activities and small-sided games</i></p>	<p><i>Identify how they and others are more or less effective in different parts of games. Use information to decide what they need to practise.</i></p> <p><i>Know how to make the most of strengths and weaknesses in games</i></p>

Net and Wall Games	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p>Controlling stopping</p> <p>Changing direction - avoiding others</p> <p>Show control and accuracy for rolling, underarm throwing, striking and kicking a ball</p> <p>Move inline with ball to receive it</p>	<p>Pupils move into space to send / receive</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p>	<p>Throw accurately at target and into space</p> <p>Perform basic skills needed for games with control and consistency</p> <p>Vary speed and direction of the ball</p> <p>Play games using a racket, getting their body into positions, hitting a ball fed to them and keeping a rally going using a small range of shots</p>	<p>Can keep up continuous game (rally)</p> <p>Keep games going using a range of different ways of throwing / striking</p> <p>Direct the ball reasonably well towards their opponent's court or target area</p>	<p>Use forehand, back hand and overhead shots increasingly well in games they play</p> <p>Hit the ball with purpose, varying speed, height and direction</p> <p>Show good backswing, follow through and feet positioning</p>	<p>Hit the ball with purpose, varying speed, height and direction</p> <p>Play the correct shots when the opportunity arises in a game</p> <p>Use skills with confidence, control and accuracy</p> <p>Defend effectively, slowing games down and making it hard to find space</p>
Thinking	<p>Understand the concept of aiming, hitting into space and taking ball to a good position for aiming</p> <p>Use skills differently, trying to win by changing the way they use skills in reaction to opponent</p> <p>Describe what they have done or seen others doing</p>	<p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p> <p>Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>Know how to score and keep the rules of the games</p>	<p>Vary length, height & speed of ball to beat opponent</p> <p>Choose good places to stand when receiving and give reasons for their choice</p> <p>Use rules and keep games going without disputes.</p>	<p>Can use tactics (length, speed height) to send ball</p> <p>Can use tactics to defend own Court</p>	<p>Spot the spaces in their opponent's court and try to hit the ball towards them.</p> <p>Position themselves well on court</p> <p>Change speed in attack and know what to do to score points in the games.</p>	<p>Position themselves well on court and use space effectively</p> <p>Show awareness of which skills relate to different parts of a game, or to different roles in a game</p> <p>Recognise, find and use space well in the games</p>
Social and Emotional	<p>Copy what they see and say why it is good</p>	<p>React to situation to help partners</p> <p>Begin to anticipate what they will feel like after playing games</p>	<p>Explain choices & rules</p> <p>Describe what is successful in their own and other's play</p>	<p>Can keep rules effectively and fairly</p> <p>Identify aspects of their game that need improving, and say how and where they could go about improving them</p>	<p>Try things out and ask help to perform better</p> <p>Work well with others, adapting their play to suit their own and others' strengths</p>	<p>Plan as a team and organise themselves into different roles then decide what they need to practise</p> <p>Know how to make the most of strengths and weaknesses in games</p>

Outdoor and Adventurous Activities	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p>To follow simple routes and trails</p> <p>Work with a partner / small group</p>	<p>Participate in team challenges and games</p> <p>Work cooperatively in a small group</p>	<p><i>Create and use a simple map of a classroom / school</i></p>	<p>Can orientate map and navigate simple courses</p> <p>(using symbols, scales and begin to use a compass)</p>	<p>Participate in challenging activities, increasingly more adventurous (including wild county)</p>	<p>Participate in challenging activities, increasingly more adventurous (including wild county)</p>
Thinking	<p>Children able to think through and plans solutions to problems</p> <p>Exploring the school and surrounds</p> <p>To interpret a simple Plan (map)</p>	<p>Problem solving - show persistence and sustained effort</p>	<p>Be able to evaluate performance towards an activity / challenge and modify in order to improve and succeed</p>	<p>Be able to identify and show different roles with a group / team</p>	<p>Accurately read an interpret map symbols and control markers</p>	<p>Accurately read an interpret map symbols and control markers</p>
Social and Emotional	<p>To be able to communicate ideas physically and verbally</p> <p>To be aware of safety for themselves and others</p>	<p>Teamwork - To cooperate with others</p> <p>Communication</p>	<p>Show resilience</p> <p>Identify / explore different roles within group</p> <p>Be able to act as leader + follow a leader</p>	<p>Can work with others co-operatively</p> <p>Can take different roles in a team.</p>	<p>Can work with others co-operatively</p>	<p>Can work with others co-operatively</p>

Gymnastics	Y1	Y2	Y3	Y4	Y5	Y6
Physical	<p>Perform basic travelling actions: rolling jumping sliding climbing. Hold body shapes in stillness.</p> <p>Awareness of space, each other, mats and apparatus</p> <p>Create and perform simple movement phrases in response to simple tasks.</p>	<p>Travel by rolling forward, backwards, sideways</p> <p>Demonstrate shapes, e.g. straight, curved</p> <p>Jump in a variety of ways landing with increasing control and balance</p> <p>Perform range of actions with control and coordination Repeat sequences accurately moving smoothly from stillness to travelling</p>	<p>Understand actions; e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands</p> <p>Quality of performance Recognising quality of performance</p> <p>Adapt sequence to improve performance, quality of action and transition.</p>	<p>Perform balances, body shapes and agility with control</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level</p> <p>Perform actions, balances, body shapes and agilities with control</p>	<p>Perform range of actions and agilities with consistency, fluency and clarity. Able to link ideas, skills & techniques with control and precision when performing basic skills.</p> <p>Understands composition by performing more complex sequences</p> <p>Demonstrate control and precision when performing basic skills.</p> <p>Imaginative use of apparatus and space</p> <p>Use contrasting actions, e.g. move from a low travel to a high travel, from a high balance to a low balance.</p>	<p>Perform & create movement sequences with some complex skills & displaying accuracy & consistency</p> <p>Select & use a wide range of compositional skills in complex sequences alone & in groups. Show an ability to innovate</p> <p>In small groups prepare and perform a sequence</p>
Thinking	<p>Link Shapes - movement</p> <p>Create & repeat phrases - beginning middle & end</p> <p>Watch and describe accurately a short sequence of basic actions using appropriate language. Copy a partner's sequence.</p>	<p>Contrasts of height</p> <p>Devise, repeat and perform short sequence with clear beginning, middle and end.</p> <p>Adapt sequence to include apparatus or a partner.</p> <p>Use different combinations of equipment showing control, accuracy and fluency</p>	<p>Compare and contrast sequences Explain - best performance and why</p> <p>Adapt sequence to improve performance</p> <p>Devise and perform sequence showing clear beginning, middle and end. Adapt sequence to include different levels, speed and directions. Work well on own and contribute to partners sequence</p> <p>Explain difference between two performances.</p> <p>Identify when they have same elements and order and comment on their quality. Understand what is involved in the process of improving performance.</p>	<p>Plan, perform and repeat longer sequences that include changes of speed and level</p> <p>Recognise quality of movement Suggest improvements for own performance</p> <p>Plan, perform and repeat longer sequences with clear shapes and changes of level and speed</p> <p>improvements to their own performances</p>	<p>Describe how to refine, modify and improve performances.</p> <p>Link ideas, skills & techniques</p> <p>Describe how to refine, improve & modify performances</p>	<p>To show an ability to innovate</p> <p>Analyse skills & suggest ways to improve quality of performance showing sound knowledge & understanding</p> <p>Make up longer and more complex sequences, including changes or direction, level and speed</p> <p>In small groups prepare and perform a sequence</p> <p>Show an awareness of factors influencing Performance + suggest improvements</p>

<p style="text-align: center;">Social and Emotional</p>	<p style="text-align: center;">Recognise Body tension & relaxation in self & others</p> <p>Know when their body is active and talk about difference of tension and relaxation. Carry and place apparatus safely.</p>	<p>Describe own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled. Say how they can improve one aspect of it.</p> <p>Say whether heart is beating fast or slow, breathing normal or puffed and if they feel hot, warm or cool.</p> <p>Recognise and avoid risks when handling apparatus.</p>	<p style="text-align: center;">Recognising quality of performance</p> <p>Understand importance of warm up. Identify when body is warm, stretched and ready for activity. Understand strength and suppleness are important parts of fitness.</p>	<p style="text-align: center;">Lead a partner through a short warm up</p>	<p>Show understanding of warming up and cooling down. Choose appropriate activities to do on their own. Describe the effects of exercise on the body.</p>	<p style="text-align: center;">To analyse skills & suggest ways to Improve quality of performance showing sound knowledge & understanding</p> <p>Warm up and cool down independently. Use exercises that stretch and tone bodies and help them prepare for gymnastic activity. Lead warm-up/cool-down and demonstrate all round safe practice</p> <p>In small groups prepare and perform a sequence</p>

Athletics	Y1	Y2	Y3	Y4	Y6	
Physical	<p>Recognise & perform Changes in Pace: Walk Jog run , Sprint. Use changes to meet challenges</p> <p>Maintain continuous running pace Perform 5 jumps.</p> <p>Demonstrate the 5 basic jumps on their own</p> <p>Run continuously for approx 1min and, when required, show the difference between running at speed and jogging</p>	<p>Throw accurately</p> <p>Throw for distance</p> <p>Balance whilst jumping</p> <p>Co-ordination</p> <p>Agility</p> <p>Run consistently and smoothly at different speeds</p> <p>Demonstrate different combinations of jumps, showing control, coordination and consistency</p> <p>Throw a range of implements into a target area with consistency and accuracy</p>	<p>Use suggestions to improve performance</p> <p>Sustain their pace over long distances, eg sprint for 7 secs, run for 1 or 2 mins</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p>		<p>Run at fast, medium and slow speeds, changing direction and speed.</p> <p>Throw a variety of objects</p> <p>Improve and sustain running technique at different speeds. Demonstrate accuracy & technique in a range of throwing & jumping actions.</p>	<p>To improve and sustain running technique at different speeds</p> <p>To demonstrate accuracy & technique in a range of throwing & jumping actions</p> <p>To improve and sustain running technique at different speeds</p> <p>To demonstrate accuracy & technique in a range of throwing & jumping actions</p> <p>Demonstrate excellent technique across a range of running, jumping and throwing events consistently.</p>
Thinking	<p>Recognise & perform push pull sling actions when throwing various objects</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</p>	<p>Stopping / starting safely—agility</p> <p>Be able to pace over distance</p> <p>Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Pace their effort well in different types of event so that they can keep going steadily.</p>	<p>Watch partner's athletic performance and identify main strengths</p> <p>Planning how to cover distance as team - faster over set distance / paced for set time</p> <p>Organise themselves in small groups safely, and take turns and different roles</p> <p>Know and understand the basic principles of relay take-overs</p> <p>Take part well in a relay event</p>	<p>Can suggest ways to improve performance through observation evaluation</p> <p>Can act on advise to improve performance</p> <p>Can perform role - record, measure, observe</p>	<p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Understand and perform throws for accuracy and distance.</p> <p>Link running and throwing activities with some fluency, control and consistency.</p> <p>Identify & explain good athletic performance regarding technical skills and physical attributes/ability. Apply these skills effectively</p>	<p>To understand & explain the short & long term effects of exercise.</p> <p>Understand the need for a specific warm up & cool down</p> <p>To understand & explain the short & long term effects of exercise.</p> <p>Understand the need for a specific warm up & cool down</p> <p>Understand how to apply athletic skills & tactics to the competitive situation</p>

<p style="text-align: center;">Social and Emotional</p>	<p><i>Identify and describe different running, jumping and throwing actions</i></p> <p><i>Explain what is successful and what they have to do to perform better</i></p> <p><i>Describe what happens to their heart, breathing and temperature during different types of athletic activity</i></p>	<p><i>Watch and describe specific aspects of running, jumping and throwing styles.</i></p> <p><i>Suggest, with guidance, a target for improving distance or height.</i></p> <p><i>Identify and record when their body is cool, warm and hot.</i></p> <p><i>Recognise and record that their body works differently in different types of challenge and event. Carry out warm-up activities safely.</i></p>	<p><i>Watch a partner's athletic performance and identify the main strengths.</i></p> <p><i>Identify parts of the performance that need to be practised and refined, and suggest improvements.</i></p> <p><i>Perform a range of warm-up activities.</i></p> <p><i>Explain how warming up can effect their performance.</i></p> <p><i>Say why some athletics activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</i></p>	<p style="text-align: center;">Can co-operate</p> <p style="text-align: center;">Can work as part of a team and pace themselves based on team / distance.</p>	<p><i>Identify & explain good athletic performance</i></p> <p><i>Able to describe the changes in their body when running, jumping & throwing</i></p>	<p><i>Explain how to improve technique in a variety of events</i></p> <p><i>Understand & explain the short & long term effects of exercise.</i></p> <p><i>Understand the need for a specific warm up& cool down</i></p>
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