



**The Federation of The Downs & Northbourne  
Church of England Primary Schools**



**P.E. SCHEME OF WORK**

**KEY STAGE ONE**

**Foundation**

1. Acquiring and Developing skills.

- Still movements
- Large/small shapes (stretching/curling)
- Awareness of space
- Awareness of body parts
- Variation in speed when travelling
- Stopping
- Push/pulling own body
- Transference of weight from one foot to another
- Hopping/jumping/landing safely.

**Year 1**

Acquiring and Developing skills.

- Rocking and rolling
- Balance on small and large parts of the body
- Wide, narrow, curled
- Flight, bouncing, jumping and landing

**Year 2**

Acquiring and Developing skills.

- Travelling on parts of the body high and low
- Different pathways (straight, zig-zag and curving)
- Turning, spinning and twisting
- Linking movements together

**Throughout the Key Stage these skills should be taught with due consideration given to;**

1. Demonstrating a range of basic gymnastic actions showing control and co-ordination both on the floor and using apparatus.
2. Choosing appropriate movements or skills and link them creatively to form sequences which show some understanding of basic compositional ideas.
3. Describing the actions that they and others' are doing. Saying why they think gymnastic actions are being performed well.
4. Recognising and describing how their bodies feel after exercise. Describing what their bodies feel like during gymnastic activity.

## **KEY STAGE 2**

### **Year 3**

Acquiring and Developing skills.

- Stretching and curling
- Symmetry and asymmetry
- Pathways
- Travelling with a change of front or direction

### **Year 4**

Acquiring and Developing skills.

- Balance
- Transferring and receiving body weight
- Balance leading into change of face and direction
- Rolling

**Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;**

1. Knowing and using an increased range of skills both on the floor and on apparatus showing greater co-ordination, control and accuracy
2. Selecting appropriate skills and movements to plan and create sequences. Adapting sequences to suit different types of apparatus and their partner's ability
3. Recognising and describing how well a sequence has been formed using appropriate terminology. Recognising how performances could be improved
4. Giving reasons why warming-up before an activity is important and why physical activity is good for health

### **Year 5**

Acquiring and Developing skills.

- Bridges
- Flight
- Functional use of the limbs (pushing, pulling / swinging / gripping)
- Spinning and turning

### **Year 6**

Acquiring and Developing skills.

- Matching and mirroring
- Synchronisation and canon
- Holes and barriers
- Counter-balance / counter-tension

**Throughout Upper Key Stage Two these skills should be taught with due consideration given to;**

1. Identifying and showing a wide range of skills both on floor and apparatus demonstrating more consistent control, quality and fluency
2. Creating longer, more complex sequences using their knowledge and understanding of compositional principles
3. Showing an awareness of factors influencing the quality of a performance and suggesting aspects that need improving
4. Understanding the short-term effect of exercising in gymnastic activities and how to warm up and practise safely

**DANCE**

Children are expected to explore basic body actions and use different parts of their body to make movements.

Children will think about how to use movement to explore and communicate ideas and issues, their own feelings and thoughts. As they work they begin to develop an awareness of the historical and cultural origins of different dances.

The choice of music and apparatus (scarves, hoops) can best suit the topic and the children. They need to experience moving to many different types of music. This can include chart material, musical shows, classical, ethnic, historical and percussion.

A range of stimuli should also be used and be appropriate for the age. This should include sculpture, words, poems, stories, pictures, objects and artefacts.

Children should watch dance on television and video as a means of creating initial ideas, to develop dance phases, to demonstrate movement and as discussion points.

**KEY STAGE ONE**

1. Acquiring and Developing Skills
  - a. Respond to stimuli
  - b. Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea
  - c. Go and stop in control
  - d. Change and vary actions
  - e. Copy and perform simple movements / rhythmic patterns
2. Selecting and applying skills and compositional ideas
  - a. Improvise to an idea
  - b. Explore a range of movements suitable to the idea
  - c. Choose appropriate movements in order to create short phrases and simple structures
  - d. Perform with appropriate dynamics to interpret the idea
  - e. Perform a whole dance which has a simple structure
  - f. Work in pairs using simple relationships and compositional skills
  - g. Working in unison and contrasting action/ reaction
3. Evaluate and Improve
  - a. Observe each other and themselves dancing

- b. Know and understand that dance plays an important part in other cultures
4. Fitness and Health
- a. Know that dance is active and that changes will occur in their bodies
  - b. Understand and tell you how important it is to be active
  - c. Describe what happens to their breathing and their body temperature
  - d. Understand and explain how important it is to 'get ready' and 'calm down' for dance lessons

## **KEY STAGE 2**

<b>Years 3 and 4</b>
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1. Acquiring and Developing skills.
- a. Responding to a range of stimuli
  - b. Performing the basic dance actions with greater control, fluency and co-ordination
  - c. Performing with expression
  - d. Copying and performing a range of movements / rhythmic patterns
2. Selecting and Applying Skills and Compositional Ideas
- a. Know how to begin and develop movement
  - b. Demonstrate the ability to choose the movements which reflect the dance idea
  - c. Demonstrate how to develop a movement using repetition and variation using space, time and weight changes
  - d. Display how to link movements together in a logical sequence
  - e. Show the ability to use simple compositional devices
3. Evaluate and Improve
- a. Observe each other and themselves dancing in order to understand how dance communicates moods, ideas and feelings
  - b. Demonstrate a range of descriptive language when talking about dance
  - c. Display the confidence to include personal responses
4. Fitness and Health
- a. Recognise that dance is a good activity for health and well-being
  - b. Explain that their dance lessons will help them to improve their health and support them feeling good about themselves
  - c. Understand that dance will help them to mobilise their joints, increase their muscle flexibility and strength
  - d. Know that dance will help to develop their stamina
  - e. Demonstrate some 'getting ready' and 'ending' activities for a dance lesson

<b>Years 5 and 6</b>
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1. Acquiring and Developing skills.
- a. Respond to a range of stimuli and accompaniment
  - b. Perform the basic dance actions with increased control, fluency, co-ordination and accuracy
  - c. Perform with expression
  - d. Perform set dances from different times, places and cultures

2. Selecting and Applying Skills and Compositional Skills
  - a. Know how to develop motifs
  - b. Work collaboratively in small groups
  - c. Create their work in the context of a whole dance
3. Evaluate and Improve
  - a. Observe themselves, each other and professional artists in order to comment upon the compositional work using the appropriate language
4. Fitness and Health
  - a. Understand the effect that 'getting ready' and 'calming down' has upon their bodies
  - b. Describe and show how to improve their dancing skills by being able to increase their mobility, flexibility, strength and stamina
  - c. Demonstrate the ability to get themselves ready for a dance lesson and to calm the body down at the end

### **SWIMMING**

All children will have the opportunity to swim in KS2. The children attend the local district council swimming baths in Deal, and the qualified instructors undertake the teaching of these sessions. The programme they follow is designed to teach all the children to:

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

### **ATHLETICS**

It should be remembered that whilst this is generally considered to be a summer activity, many of the skills can be practised indoors with some modification to apparatus used.

<b>Years 3 and 4</b>
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Acquiring and Developing skills

- Running
- Jumping
- Throwing
- Knowledge and understanding of fitness and health

Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;

1. Demonstrating running, jumping and throwing skills in a co-ordinated and controlled manner.
2. Showing that they understand basic athletic tactics by starting to vary the way they respond to different situations.
3. Recognising how their work is similar to and different from the work of others' and use this understanding to improve their own performance.
4. Giving reasons why warming up before an activity is important.

## Years 5 & 6

### Acquiring and Developing skills

- Throwing
- Jumping
- Running
- Knowledge and Understanding of Fitness and Health

Throughout Upper Key Stage Two, these skills should be taught with due consideration given to;

1. Performing running, jumping and throwing skills with precision, control and fluency
2. Organising and managing themselves when practising in a group or running in a relay
3. Identifying good athletic performance and explaining in appropriate language why it is good, using agreed criteria
4. Explaining and applying basic safety principles in preparing for exercise. Describing what effects exercise has on their bodies and how it is valuable to their fitness and health.

### **GAMES**

#### Year 1

### Acquiring and Developing skills

- Using a ball
- Throwing, catching and aiming games
- Bat and ball skills, developing partner work
- Games and skipping

#### Year 2

### Acquiring and Developing skills

- Throwing, catching and inventing individual games
- Making up games with a partner, aiming, kicking and hitting
- Dribbling, kicking and hitting
- Group games and inventing rules

Throughout the Key Stage, these skills should be taught with due consideration given to;

1. Performing in a co-ordinated and controlled manner a range of 'sending', 'receiving' and 'travelling with ...' skills
2. Applying the skills in a variety of simple games; making choices about appropriate targets, space and equipment; using simple tactics
3. Observing, copying and playing games, then altering rules and tasks to make the games better. Describing performances accurately and recognising what is successful.

## INVASION GAMES

### **Year 3**

Acquiring and Developing skills

- Ball skills – passing and receiving
- Creative games making

### **Year 4**

Acquiring and Developing skills

- Invasion games
- Problem solving and inventing games

Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;

1. Demonstrating an increased range of 'sending', 'receiving' and 'travelling with ...' skills and using them with some fluency and accuracy in small games
2. Knowing the rules of the games they play. Understanding how to attack and defend in a range of game situations and using a variety of simple tactics for attacking well.
3. Watching and describing others' performances as well as their own and suggesting practices that will help them and others to play better.
4. Recognising that being involved in games playing is good for health and well-being and giving reasons why warming up before an activity is important.

### **Year 5**

Acquiring and Developing skills

- Ball handling
- Kicking and implementing

### **Year 6**

Acquiring and Developing skills

- Ball Handling
- Kicking and implementing

Throughout Upper Key Stage Two, these skills should be taught with due consideration given to;

1. Performing a range of skills with confidence, control and accuracy and using them effectively in specific small sided or modified games.
2. Playing within the rules of the game, being an effective member of a team and applying basic principles of team play and tactics.

3. Recognising their own and others' strengths and weaknesses in games and suggesting ideas that will improve performance.
4. Understanding the safety needs of an activity, knowing the basic principles involved in warming up and knowing which exercises are good for warming up for invasion games.

### STRIKING AND FIELDING GAMES

<b>Years 3 and 4</b>
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Acquiring and Developing skills

- Striking and fielding
- Striking and fielding games (progression)

Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;

1. Demonstrating a range of striking, throwing and receiving skills with some control and accuracy
2. Successfully choosing and varying skills and tactics to suit the situation in a game. Setting up small games and knowing rules and using them fairly.
3. Describing what they and others do that is successful; suggesting what needs to be improved or requires more practise.
4. Recognising that being involved in games playing is good for health and well-being. Know how to do a warm up and practise safely.

<b>Years 5 and 6</b>
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Acquiring and Developing skills

- Striking and fielding
- Striking and fielding games (progression)

Throughout Upper Key Stage Two, these skills should be taught with due consideration given to;

1. Performing a range of striking, fielding and bowling skills with confidence, control and accuracy in specific small-sided or modified games.
2. Playing within the rules of the game, being an effective member of a team and applying basic principles of team play and tactics.
3. Recognising their own and others' strengths and weaknesses in games and suggesting ideas that will improve performance.
4. Understanding the safety needs of an activity, knowing the basic principles involved in warming up and recognising why a cool down is important.

## NET/WALL GAMES

### **Years 3 and 4**

Acquiring and Developing skills

- Net / Wall Games
- Striking and fielding games (progression)

Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;

1. Keeping up a continuous game using a range of throwing and catching skills and techniques. Using a small range of basic racquet skills.
2. Choosing and using a range of simple attacking and defending tactics, adapting and refining rules and making up their own net/wall games.
3. Talking about what they and others do well and recognising things they could improve and make better.
4. Recognising how net/wall games make the body work. Knowing how to warm up and practise safely.

### **Years 5 and 6**

Acquiring and Developing skills

- Net / Wall Games
- Striking and fielding games (progression)

Throughout Upper Key Stage Two, these skills should be taught with due consideration given to;

1. Performing a range net/wall skills and shots with confidence and control and using the skills they prefer with competence and consistency.
2. Understanding the need for tactics and starting to choose and use some tactics effectively.
3. Recognising their own and others' strengths and weaknesses in games and suggesting ideas that will improve performance.
4. Understanding the safety needs of an activity and knowing the basic principles involved with warming up.

## OUTDOOR AND ADVENTUROUS ACTIVITIES

### **Years 3 and 4**

Acquiring and Developing skills

- Develop recognition of map symbols

- Compass directions
- Setting the map
- Respect for the environment
- Sustained, energetic running activity
- Co-operation, trust, communication skills
- Plan and solve problems efficiently and review their work

Throughout Lower Key Stage Two, these skills should be taught with due consideration given to;

1. Acquiring and developing a range of orientation and problem-solving skills and then using them to orientate themselves and to travel around a simple course.
2. Following appropriate trails to meet challenges in familiar environments. Selecting and using, in collaboration with a partner or others, simple strategies and appropriate equipment to meet a range of outdoor activity challenges in changing environments.
3. Recognising and describing the effectiveness of their performance as individuals and in groups. Evaluating the solutions used and suggesting ways to improve their safety and efficiency.
4. Explaining why physical activity is good for their health and recognising some of the physical demands that activities make on them.

<b>Years 5 and 6</b>
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#### Acquiring and Developing skills

- Consolidate the skills of setting the map and establishing the direction of travel
- Develop and refine skills in route finding
- Develop the use of a compass for navigation alongside the map
- Promote confidence in an unfamiliar environment
- Encourage care for the environment and being mindful of others
- Introduce competitive orienteering in a familiar environment and develop towards a less familiar environment

Throughout Upper Key Stage Two, these skills should be taught with due consideration given to;

1. Demonstrating a range of orientation and problem-solving skills. Using the skills with precision, control and consistently.
2. Selecting and using, in collaboration with others, appropriate strategies and equipment to meet a range of outdoor activity challenges in changing and unfamiliar environments.
3. Recognising and evaluating the effectiveness of their performance as individuals and in groups. Comparing and commenting on the skills and techniques used in their own and others' work and using the understanding to improve performance.
4. Explaining and applying basic safety principles associated with the activities and when preparing for exercise.

All these skills can be used to develop a whole range of games; football, tag rugby, hockey, rounders, cricket, basketball, tennis etc.