



Physical Education Curriculum

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Aspect	Year 1	Year 2
Continuous Skills	<p>Use appropriate vocabulary to describe what they and others are doing</p> <p>Lift, carry and set up their own apparatus in a cooperative and safe way</p> <p>To warm up and cool down effectively</p> <p>To move safely and actively about the space whilst using equipment</p> <p>To use equipment safely</p> <p>Recognise how their bodies feel when they are active</p>	<p>Use appropriate vocabulary to describe what they and others are doing</p> <p>Lift, carry and set up their own apparatus in a cooperative and safe way</p> <p>To warm up and cool down effectively and have an awareness of why this is important</p> <p>To move safely and actively about the space individually and in teams</p> <p>Recognise how their bodies feel when they are active</p>
Events	<p>Dodgeball Day</p> <p>Cross Country Day</p> <p>Sports Day</p>	<p>Dodgeball Day</p> <p>Cross Country Day</p> <p>Sports Day</p>
Gymnastics	<ol style="list-style-type: none"> 1. Identify body parts used for balancing 2. Combine balances that use small and large body parts 3. To be able to travel high and low using different parts of the body using different speeds 4. To be able to hop, skip, bounce and jump whilst travelling in different directions 5. Transfer their skills onto apparatus at every stage with special attention paid to how they travel from the apparatus 6. Jump from two feet to two feet making different shapes in the air 7. To rock to stand and turn over 8. To roll in different directions 9. To link a series of movements together 	<ol style="list-style-type: none"> 1. Travel close to the ground in different ways 2. Travel far away from the ground including a range of jumps with different take offs and landings 3. To roll in different ways and directions 4. To turn, twist and spin on different body parts 5. Use appropriate movements to travel in different shaped pathways 6. Identify body parts which are the highest point of balance 7. Identify different patterns and direction of pathways travelling in high and low movements 8. Transfer their idea and skills, at every stage, to appropriate apparatus and adapt and develop as necessary 9. To use changes of speed, direction and level 10. Make up a short sequence of linked movements with a partner
Dance	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <ol style="list-style-type: none"> 1. To respond to a range of stimuli 2. To improvise and idea – display an immediate response 3. To copy and perform simple phrases and rhythm patterns 4. To know and perform basic dance actions with some idea of mood and feeling in relation to the dance idea 5. To choose and link movements recognising different rhythms, dynamics and relations 6. To observe and describe dance phrases and expressive qualities using appropriate language 	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <ol style="list-style-type: none"> 1. To remember and repeat movement phrases and patterns with some level of control and coordination 2. To change and vary actions and demonstrate contrasting speeds and weights 3. To demonstrate the ability to hold clear body shapes both in movement and stillness 4. To understand that dance is active and that changes will occur in their bodies 5. To perform whole dances which have a simple structure 6. To observe each other dancing and identify and describe the different actions, relationships, formations and quality of performance

<p>Multi-Skills Games</p>	<ol style="list-style-type: none"> 1. To know and show different ways of using a ball 2. To understand how to use apparatus for its intended purpose 3. To throw and catch using a range of apparatus 4. To understand the concept of aiming games 5. To change the rules of a game to make it better or more challenging 6. To steer and send a ball safely in different directions using a bat 7. To skip with a rope 8. Understand the importance of rules when playing with a bat 9. To play running games and use apparatus safely 10. To use and develop their sending, receiving and travelling with skills in games with a partner 	<ol style="list-style-type: none"> 1. To throw, catch and bounce in different ways when standing still or on the move 2. Understand and use a range of strategies for making games harder 3. Understand how to make up rules and score points 4. To remember, repeat and link combinations of skills in a game 5. To improve the coordination, control and consistency of their actions 6. To use and vary simple tactics 7. To know and apply basic tactics for attacking play 8. To work cooperatively with another person in a team 9. To observe, play and improve another person's game 10. To observe and select information to evaluate their own and others' work
<p>Athletics - Outdoors</p>	<ol style="list-style-type: none"> 1. Move at different speeds with control and change direction with a pivot action 2. Demonstrate basic jumps and show different combinations (individually and with a partner) 3. Demonstrate the underarm throw and the basic two-handed push throw 4. Demonstrate the overarm throw and show increasing accuracy into targets 5. Use skills to meet challenges with some confidence and success 6. Describe what happens to their heart, breathing and temperature when they engage in different types of activity 7. Explain what they have to do to perform better 	<ol style="list-style-type: none"> 1. Show the difference between running at speed and jogging 2. To be able to maintain a steady running rhythm 3. Describe what happens to their breathing, heart rate and temperature when they have been active 4. Use a range of take-off and landings to jump for height and distance and to combine some of them into patterns of jumping 5. Demonstrate the underarm throw for accuracy and distance 6. Throw with increasing accuracy, using a variety of games equipment 7. Take part in a relay activity 8. Use different techniques for running, throwing and jumping 9. Explain what has been successful and what they have to do to perform better
<p>Athletics – Sports Hall</p>	<ol style="list-style-type: none"> 1. Develop balance using control and stability 2. Leap, land and run for speed, developing foot-eye coordination 3. Coordination and rhythm of limbs with eyes 4. Develop hand-eye coordination when performing single and two arm throwing 5. Develop spatial awareness and agility when completing physical tasks 	<ol style="list-style-type: none"> 1. Develop balance using control and stability 2. Leap, land and run for speed, developing foot-eye coordination 3. Coordination and rhythm of limbs with eyes 4. Develop hand-eye coordination when performing single and two arm throwing 5. Develop spatial awareness and agility when completing physical tasks

Aspect	Year 3	Year 4
Continuous Skills	<p>Understand how to move into and from a range of skills with control and accuracy</p> <p>Observe and describe movements using appropriate vocabulary</p> <p>Use space and more complex apparatus safely</p> <p>To warm up and cool down effectively and know why this is important</p> <p>Recognise physical activity is positive for health and well being</p>	<p>Understand how to move into and from a range of skills with control and accuracy</p> <p>Observe and describe movements using appropriate vocabulary</p> <p>Use space and more complex apparatus safely</p> <p>To warm up and cool down effectively and know why this is important</p> <p>Recognise physical activity is positive for health and well being</p>
Events	<p>Dodgeball Day</p> <p>Cross Country Day</p> <p>High-5 Netball Day</p> <p>Sports Day</p> <p>District Athletics</p>	<p>Dodgeball Day</p> <p>Cross Country Day</p> <p>High-5 Netball Day</p> <p>Sports Day</p> <p>District Athletics</p>
Gymnastics	<p>1. Use jumps of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns to change the way you face</p> <p>2. Explore movements including cartwheels, rolls, jumps with turns and bunny hops to the side</p> <p>3. Explore individual movements which, by twisting the body, create a change of front</p> <p>4. Change direction using twisting and turning</p> <p>5. Transfer their ideas and skills, at every stage, to appropriate apparatus and adapt and extend as necessary</p> <p><i>(Limited learning objectives as swimming and water safety takes place weekly throughout the year)</i></p>	<p>1. Explore and identify parts of the body capable of weight bearing for balance</p> <p>2. Understand the size of body parts in relations to the base of the balance</p> <p>3. Recognise that the same base can support different shapes</p> <p>4. Identify the body parts you are using</p> <p>5. To move into and from balance with control and accuracy</p> <p>6. Transfer their ideas and skills, at every stage, to appropriate apparatus and adapt and extend as necessary</p> <p>7. To understand how different parts of the body are capable of transferring and receiving body weight</p> <p>8. Explore rolling in different directions whilst linking roll and balance</p> <p>9. Use balance to move from one direction into another</p> <p>10. Match different types of jumps with different types of rolls</p> <p>11. Select and combine movements (using travel, jump, rolls and balance) to create sequences both as individuals and with a partner</p>
Dance	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <p>1. To improvise freely, translating ideas from a stimulus into movement</p> <p>2. To develop different ways of travelling, jumping and turning and create dance phrases</p> <p>3. To perform with a sense of phrasing, rhythmically and musically</p> <p>4. To display clarity of body shape extension, balance and footwork</p> <p>5. To perform dances with an awareness of rhythmic, dynamic and expressive qualities</p> <p>6. To recognise and talk about the movements used and the expressive qualities of the dance</p>	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <p>1. To display clarity of body shapes</p> <p>2. To link movements/sections together using appropriate transitional movement and in logical sequence</p> <p>3. To understand that ideas initiated by a story can be translated into movement</p> <p>4. To use simple motifs and movement patterns to structure dance phrases</p> <p>5. To perform imaginatively in character</p> <p>6. To work in pairs showing clear relationships</p> <p>7. To describe the dance using appropriate movement language</p>
Swimming	<p>Taught weekly throughout the year at Basildon Sporting Village. Key objectives:</p> <p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>3. Perform safe self-rescue in different water-based situations</p>	

<p style="text-align: center;">Athletics</p>	<ol style="list-style-type: none"> 1. Run at fast, medium and slow speeds 2. Run consistently over different distances 3. Confidently take part in a range of relay activities 4. Demonstrate different combinations of jumps and link them with some fluency, control and consistency 5. Throw a range of implements consistently and accurately 6. Understand they can change their method of throwing to be more accurate or throw further distances 7. Recognise that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation 8. Recognise when their heart rate breathing and temperature have changed with activity 9. Observe and describe specific aspects of running, jumping and throwing styles 	<ol style="list-style-type: none"> 1. Understand and demonstrate the difference between sprinting and running for sustained periods of time 2. Understand about pacing so they can keep going and maintain the quality of their actions 3. Play different roles in small groups, including relay 4. Perform a range of jumps, showing consistent techniques of control and coordination and sometimes using a short run-up 5. Throw a range of objects with accuracy and power into a target area consistently 6. Recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations 7. Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up and cooling down 8. Observe and describe specific aspects of running, jumping and throwing styles and suggest ways of improving
<p style="text-align: center;">Outdoor and Adventurous</p>		<p><i>Covered by Outdoor Learning lessons provided by Hunter Outdoor Learning</i></p> <ol style="list-style-type: none"> 1. To be introduced to basic orienteering in the school grounds 2. To develop an understanding of how diagrams and maps can be used to aid route-finding 3. To develop teamwork and co-operation skills 4. To build resilience through decision making 5. To work together in a group towards achieving a common goal
<p style="text-align: center;">High-5 Netball</p>	<ol style="list-style-type: none"> 1. Use techniques to pass and travel with the ball 2. Understand how to dodge, mark, signal for the ball and intercept 3. Use tactics to keep possession of the ball and get into a position to shoot 4. Play within the rules 5. Play in small sided games using various formations 6. Recognise aspects that need improving 	<ol style="list-style-type: none"> 1. Use a range of techniques to pass and travel with the ball 2. Understand and use range of techniques to dodge, mark, signal for the ball and intercept 3. Use a range of tactics to keep possession of the ball and get into a position to shoot or score 4. Play within the rules 5. Play confidently in small sided games using various formations 6. Recognise aspects that need improving and implement these in competitive games
<p style="text-align: center;">Problem Solving and Inventing Games (Invasion Focus)</p>		<ol style="list-style-type: none"> 1. Negotiate, plan and make collective decisions on the nature, shape and construction of the game 2. Understand and transfer principles of play from known games to use in their own game 3. Select and use skills and tactics appropriate for the type of game 4. Work cooperatively in groups of varying sizes to organise and keep their games going 5. Make up rules and be prepared to modify them to make the game more challenging 6. Adapt rules in agreement with others

<p>Rounders</p>	<ol style="list-style-type: none"> 1. Strike a ball with confidence and control, directing it into a simple target area 2. Receive the ball from one direction and throw or strike it away in another direction 3. Understand and identify good striking and fielding techniques 4. Make judgements about how to best intercept the ball 5. Combine skills to play effectively in small sides games 6. Understand and demonstrate the roles of bowler, striker, fielder and backstop 	
<p>Tennis</p>	<ol style="list-style-type: none"> 1. Strike the ball with reasonable control and accuracy at a target and over a net 2. Select and use basic shots in different situations 3. Know and use the rules to keep games going without dispute 	<ol style="list-style-type: none"> 1. Use a racket to strike a ball with a degree of accuracy and control 2. Aim a ball over a barrier to land in spaces on the other side 3. Understand, plan and combine skills to play 1 v 1 net games cooperatively with a partner 4. Attempt shots that are difficult to return
<p>Dodgeball</p>		<ol style="list-style-type: none"> 1. Use a range of techniques to pass the ball 2. Use a range of tactics to keep possession of the ball and get into a position to shoot or score 3. Understand how to dodge and signal for the ball and intercept 4. Play within the rules 5. Play confidently in small sided games using various formations 6. Recognise aspects that need improving

Aspect	Year 5	Year 6
Continuous Skills	<p>Use space and apparatus safely Work cooperatively and sympathetically with a partner and in small groups Accept advice and use it in a reflective way to improve the quality of their work Understand the short term effects of exercising and how to warm up, cool down and practice safely</p>	<p>Use space and apparatus safely Work cooperatively and sympathetically with a partner and in small groups Accept advice and use it in a reflective way to improve the quality of their work Understand the short and long term effects of exercising and how to warm up, cool down and practice safely</p>
Events	<p>Dodgeball Day Cross Country Day High-5 Netball Day Sports Day District Athletics</p>	<p>Dodgeball Day Cross Country Day High-5 Netball Day Sports Day District Athletics</p>
Gymnastics	<ol style="list-style-type: none"> 1. Identify and show the five basic jumps (one foot to one foot, one foot to the other foot, one foot to two feet, two feet to two feet, two feet to one foot) 2. Make balances harder to maintain by making the bases smaller 3. Identify and show a range of bridge shapes with back, front, or side of the body towards the floor and apparatus 4. Move in and out of balances with control using a roll, jump or travelling movement 5. Make bridges in contact with a partner showing matching shapes and a balances sequence 6. Build a more complex sequence linking bridge balances using travel, jump and turn 7. Spring from feet to hands and back to feet again 8. Spring to and from apparatus 9. Recognise and practice different ways of using pushing and swinging to travel on different body parts 10. All ideas, principles and skills are transferred to suitable apparatus at every stage and recognise how the possible range of activities is extended 	<ol style="list-style-type: none"> 1. Explore pushing movements and develop counter-balance balances with a partner, pushing or leaning to maintain the balance 2. Explore and develop pulling movements with a partner to produce counter tension movements 3. Develop counter-balance and counter tension in twos to show matching mirroring and contrasting shapes, different levels and pushing or leaning on different body parts 4. Explore different ways of travelling into and from counterbalance and tension balance and compose sequences, developing these sequences onto apparatus 5. Explore and create matching symmetrical/asymmetrical balances side by side, face to face and back to back with a partner including a range of levels 6. Explore and develop mirror movements using meeting and parting side-by-side and asymmetrical balances, sometimes in contact 7. At every stage, skills, principles and sequences are adapted and transferred to apparatus

<p style="text-align: center;">Dance</p>	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <ol style="list-style-type: none"> 1. To perform basic dance actions with increased control 2. To explore and improvise ideas, using a variety of ways to work in a small group 3. To display the ability to use a range of compositional devices with emphasis on group organisation – patterns 4. To perform sections showing clear changes in mood and dynamics 5. To practice the dance in order to refine the quality 6. To observe others dancing and comment constructively on compositional work using appropriate language 	<p><i>Class teachers to select unit of dance from Val Sabin Scheme</i></p> <ol style="list-style-type: none"> 1. To warm up and cool down independently 2. To perform with increased control, fluency and accuracy 3. To organise small groups to suit the dance 4. To remember and perform whole dances 5. To perform with expression and improvise freely using a range of continual movements and patterns 6. To demonstrate the ability to refine their movements in order to improve performance 7. To use a range of compositional devices; motif development, repetition and group organisation 8. To evaluate their and others' work demonstrating an understanding of the intention of the dance
<p style="text-align: center;">Athletics</p>	<ol style="list-style-type: none"> 1. Perform a range of jumps using an appropriate run-up. Show control and consistency at both take-off and landing 2. Throw a range of objects with accuracy and power over-arm with greater control and accuracy 3. Sustain their pace over longer distances and run more rhythmically 4. Understand the basic principles of relay take-over, in particular the 'upsweep' method and take part in relays. Apply them at speed 5. Play a range of roles in groups, working safely in groups and taking turns 6. Play different roles in a range of warm up and cool down activities 7. Say why some activities can improve strength, stamina and suppleness 8. Observe and describe specific aspects of running, jumping and throwing styles. Identify good points and suggest ways of improving 	<ol style="list-style-type: none"> 1. Perform a range of jumps using an appropriate run-up. Show power control and consistency at both take-off and landing 2. Throw with greater control, accuracy and efficiency 3. Sustain their pace over longer distances and including at 'last push' towards the end of a race 4. Understand the basic principles of relay take-overs and confidently take part in relay races 5. Carefully consider and implement the most effective order for your relay team 6. Perform and lead a range of warm up and cool down activities 7. Explain how warming up and cooling down can affect performance 8. Describe how some activities can improve strength, stamina and suppleness 9. Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements
<p style="text-align: center;">Outdoor and Adventurous</p>	<p><i>Covered by Outdoor Learning lessons provided by Hunter Outdoor Learning:</i></p> <ol style="list-style-type: none"> 1. To reinforce basic orienteering and problem-solving skills 2. To use maps confidently to aid route-finding 3. To undertake a series of 'adventure'-based problem solving activities in order to develop initiative and decision making capability 4. To develop team co-operation skills further through competitive activity 5. To complete a range of challenges both individually and as a team 	<p><i>Covered by Outdoor Learning lessons provided by Hunter Outdoor Learning:</i></p> <ol style="list-style-type: none"> 1. To be introduced to basic orienteering off site 2. To use maps and a compass to orientate and find a route 3. To develop planning skills necessary for safe and responsible working off site 4. To participate in a range of activities which involve working with and trusting others 5. To apply the skills and safety requirements for survival in an outdoor environment
<p style="text-align: center;">High-5 Netball</p>	<ol style="list-style-type: none"> 1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills 2. Play in a range of small sided games and make choices about when and how to pass to retain possession 3. Know the positions they play and identify and show attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence 	<ol style="list-style-type: none"> 1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills and adapt as necessary 2. Play in a range of small sided games and make effective choices about when, where and how to pass to retain possession 3. Know the positions they play and identify and show specific attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence

<p>Tag-Rugby</p>	<p>1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills and adapt as necessary 2. Play in a range of small sided games and make effective choices about when, where and how to pass to retain possession 3. Know the positions they play and identify and show specific attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence</p>	
<p>Football</p>		<p>1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills and adapt as necessary 2. Play in a range of small sided games and make effective choices about when, where and how to pass to retain possession 3. Know the positions they play and identify and show specific attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence 5. Recognise and describe the best parts in an individual or team performance. Identify aspects that need improvement and suggest how to improve them</p>
<p>Basketball</p>		<p>1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills and adapt as necessary 2. Play in a range of small sided games and make effective choices about when, where and how to pass to retain possession 3. Know the positions they play and identify and show specific attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence</p>
<p>Hockey</p>		<p>1. Understand and demonstrate a range of controlled passing, receiving, dribbling and scoring skills and adapt as necessary 2. Play in a range of small sided games and make effective choices about when, where and how to pass to retain possession 3 Know the positions they play and identify and show specific attacking and defending skills 4. Understand how to organise their team in different formations to concentrate more on attack or defence 5. Recognise and describe the best parts in an individual or team performance. Identify aspects that need improvement and suggest how to improve them</p>

<p>Rounders</p>		<ol style="list-style-type: none"> 1. Know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds 2. Field the ball and return it with an overarm throw 3. Know when to run after hitting the ball 4. Bowl in competitive situations and understand strategies that can be deployed between bowler/backstop/bases 5. Play confidently and effectively in a range of small sided games 6. Recognise what needs to be improved in their performance and suggest ways of doing it
<p>Dodgeball</p>	<ol style="list-style-type: none"> 1. Play in small sided games using various formations 2. Play within the rules 3. Use a range of techniques to dodge the ball 4. Use a range of tactics to keep possession of the ball and get into a position to shoot or score 5. Understand how to dodge and signal for the ball and intercept 6. Recognise aspects that need improving and implement these during play 	<ol style="list-style-type: none"> 1. Play confidently in small sided games using various formations 2. Play confidently within the rules 3. Use a range of techniques to dodge & pass the ball 4. Use a range of tactics to keep possession of the ball and get into a position to shoot or score 5. Understand a range of techniques to dodge and signal for the ball and intercept 6. Recognise aspects that need improving and implement these during play by giving constructive feedback to your team