



P.E.

Curriculum: Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Blue Class</p> <p>Taught across the year Mark making through movement (linked across all aspects of PE)</p> <p>Themes</p> <ol style="list-style-type: none"> 1. Straight up and down 2. Swinging movement and indirect lines 3. Circular movt's 4. Angular Movt's 5. Looped Movt's 6. Grabbing movt's 7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes 	<p>Observation and assessment of children moving. Establishing systems and procedures</p> <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Running, jumping and galloping (gross motor) 2. Kicking large balls 3. Rolling, throwing and aiming 4. Jumping off the floor on 2 feet, one foot(hop) jumping from one to the other (leap) 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment) 	<p>Moving and Handling : EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination <p>Unit 2 EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Rolling balls and other objects 	<p>Moving and Handling : EYFS Over under& through</p> <ol style="list-style-type: none"> 1. travelling on different parts of the body <p>EYFS Throw catch kick</p> <ol style="list-style-type: none"> 1. Aiming skills using a variety of balls and other objects 	<p>Moving and Handling: EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance a story <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Throwing and catching skills 	<p>Unit 3 EYFS Over under and through</p> <ol style="list-style-type: none"> 1. Balancing <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Kicking and dribbling skills 	<p>Unit 4 EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance to known songs <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Striking skills 2. Practice for sports day

<p>Orange Class</p> <p>Sensory pathway</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <p>Small group or one to one games for ANY age such as:</p> <ul style="list-style-type: none"> •Musical Chairs •Musical Statues •Simon Says •Follow the Leader •Sleeping Lions •What's the Time Mr Wolf? •Skittles •Skipping with a big rope e.g. 2 people holding with one person jumping. •Hop-Scotch •Ring-a-Ring-a-Roses •Grand Old Duke of York •Duck, Duck, Goose •Hokey-Cokey (as in the song 'You do the Hokey-Cokey and you turn around, that's what it's all about'). Practiced hands at this will pause for children to take the lead as to what the next action might be. Songs such as Hokey-Cokey are also excellent for gathering children back into concentration mode when games (as they sometimes do) get a bit rowdy. •Bean-bag-toss game – into different sized holes for different scores 	<p>Equals Scheme – Games KS1 – Sharing Together – 1.3</p> <p>Through this unit pupils will learn to:</p> <ul style="list-style-type: none"> • Explore basic sending actions with hands and feet. • Copy actions, such as throwing or rolling, for particular games. • Experience and enjoy warming up and cooling down. • Observe and communicate what they have done. 	<p>Equals Scheme – Dance KS1 Prance and Dance Unit 1.1</p> <p>Through this unit pupils will learn:</p> <ul style="list-style-type: none"> • To experience and explore a small range of basic body actions and single movements using different body parts in response to a variety of stimuli. • To select one or two familiar actions to make a short sequence of movement and perform it with some control and coordination. • To communicate how they feel after dance activity e.g. hot, sweaty, tired. • To observe and communicate about movements they have done. 	<p>Equals Scheme – Gymnastics KS1 Push Me, Pull Me Unit 1.6</p> <p>Through this unit pupils will learn to:</p> <ul style="list-style-type: none"> • Experience and explore basic body actions and single movements. • Copy and repeat familiar single 'like' body actions to make a short sequence. • Experience how their body feels when still and exercising. • Observe and communicate about what they and others have done. 	<p>My Physical Wellbeing</p> <p>To develop gross motor skills using large play equipment.</p> <p>To develop gross motor skills using large play equipment.</p>	<p>My Physical Wellbeing</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <ul style="list-style-type: none"> • Balloon tennis • Balloon volleyball 	<p>Equals Scheme – Athletics KS1 Starting Blocks 2.17</p> <ul style="list-style-type: none"> • To experience and explore a range of athletic activities such as travelling, running, jumping and throwing. • To develop the ability to travel, jump, and throw, with or without adult support. • To experience and learn the use of warm up and cool down activities. • To experience, observe and adapt their own performance in athletic activities.
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<p>Yellow Class</p>	<p>Equals PE Games – To Me, To You Again</p> <p>To explore sending and receiving using a variety of equipment.</p> <p>To use the equipment with more control in games situations.</p> <p>To take part in activities that will increase their heart rate.</p>	<p>Equals Scheme E.motion – KS2 Unit 2.1</p> <ul style="list-style-type: none"> Pupils accept and engage in co-active exploration, for example; moving freely about the hall with the support of a member of staff. Pupils actively explore objects and events for more extended periods of time. Pupils work in pairs and small groups cooperatively, although; they may need support to follow instructions and keep on task. Pupils move with some control and coordination. Pupils incorporate different qualities and dynamics into their movements. 	<p>Equals Scheme – Gymnastics – Busy Bodies Unit 2.5</p> <ul style="list-style-type: none"> Pupils cooperate with shared exploration and supported participation. Pupils' movement patterns are established and they perform single actions. Pupils explore a variety of movements and show some awareness of space. Pupils will move in a variety of ways e.g. with a change of shape. Pupils will explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. 	<p>Equals Scheme – Invasion Games Brill Skills – Unit 2.9</p> <p>a</p> <ul style="list-style-type: none"> Use equipment to throw, catch, hit, kick, bounce and aim at targets. Send a ball (or similar object) to a partner, to score and begin to use space. Participate in activities that will increase their heart rate. Watch each other playing and communicate on their performance. 	<p>Unit Title: Striking and Fielding Games – Striking Progress Key Stage 2 Unit 2.13</p> <ul style="list-style-type: none"> Experience and use the equipment for striking and fielding games in different ways. Develop their ability to send/hit/strike a ball to a partner, into spaces or at a target. Experience and learn the use of a warm up and cool down and communicate how they feel during and after exercise. Observe and communicate about the performance of themselves and others. 	<p>Equals Scheme – Athletics KS2 Going for Gold 2.17</p> <ul style="list-style-type: none"> Develop and extend their range of athletic skills through travelling, running, jumping and throwing activities. Experience different ways of travelling, jumping, throwing, with or without adult support. Recognise with help changes that happen to their body when active. Observe their peers performing athletic skills such as running for speed, jumping for length.
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Red	<u>All about me</u>	<u>Autumn Explorers/ Winter Warmers</u>	<u>To Infinity and Beyond</u>	<u>Knight Fever</u>	<u>Pirates</u>	<u>Summer Holidays</u>
	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <p>To develop gross motor skills using large play equipment.</p> <p>Musical Chairs</p> <ul style="list-style-type: none"> • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions • What's the Time Mr Wolf? • Skittles • Skipping with a big rope e.g. 2 people holding with one • Hop-Scotch • Ring-a-Ring-a-Roses • Grand Old Duke of York • Duck, Duck, Goose • Hokey-Cokey <p>Bean-bag-toss game – into different sized holes for different scores</p> <ul style="list-style-type: none"> • Tag (or tig) <p>Giant dodge ball</p> <p>Parachute games</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Movement development</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Balancing - standing on one leg, hopping, walking along benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Use this Unit of Work to discover and develop a range of body movements.</p> <ul style="list-style-type: none"> • how to move 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>me and myself/ foundation</p> <p>Use this Unit of Work to explore the body and how it works.</p> <p>Warming up / movement ideas</p> <p>Small group or one to one games for ANY age such as:</p> <ul style="list-style-type: none"> • Musical Chairs • Musical Statues • Simon Says • Follow the Leader <p>getting changed</p> <p>my body</p> <p>parts of the body</p> <p>senses</p> <p>on the move</p> <p>how my body changes</p> <p>To finish</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>[Boccia, skittles, net activities]</p> <p>To participate in and enjoy different forms of formal games based physical activity.</p> <p>Foundation / throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control</p> <p>Introduce throwing / catching – to help with application of Boccia</p> <p>1.To move around with a ball</p> <p>2. To move with a ball</p> <p>3. To explore different body parts with a ball</p> <p>4. Explore how a ball moves</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning/ for lesson plans</p> <p>fun and games</p> <p>Use this Unit of Work to engage children in a variety of PE activities.</p> <p>1.awareness of others</p> <p>2. movement games</p> <p>3. sense games</p> <p>4. ball games</p> <p>5. parachute games</p> <p>6. simple games</p> <p>To move in lots of different ways</p> <p>To move into space</p> <p>To play games with others</p> <p>To use equipment in games</p> <p>To keep score</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Sports day/YR1 Athletics</p> <p>Simple drills-dribbling, ball bouncing, relay races</p> <ul style="list-style-type: none"> - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs



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	<p>Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes</p> <p>Obstacle races can also be set up in school by the use of parachutes to crawl under, tunnels to crawl through, hills in the form of piles of bean bags to climb over and roll down again, commando style, skate boards to glide on especially if you can tape two or three together to make a bigger and more stable</p>	<ul style="list-style-type: none"> • how to move safely • exploring movements <p>moving in different ways moving in different directions moving at different speeds</p> <p>To finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>5. follow instructions to play a game - Boccia</p>		
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Green</p> <p>To prepare for the activity as a regular routine.</p> <p>Warming up Become familiar, comfortable and ready to engage in the main body of the session.</p>	<p><u>Frozen Planet</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities</p> <p>Notice how our bodies feel different, changes</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up.</p> <p>Examples of these are</p> <ul style="list-style-type: none"> • Musical chairs/bumps/statues • Dodge-ball • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. 	<p><u>Journeys</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Unit of Work to introduce simple movement patterns and engage children in storytelling</p> <p>YR2 Dance- PE planning</p> <ul style="list-style-type: none"> • Intro to dance • acting in character • in time with the music • group work • intro to mirroring • emotions and expressions <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p><u>Meet the artists</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>PE planning Gymnastics – YR2</p> <p>Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>lesson 1 - introduction lesson 2 - key shapes lesson 3 - travelling lesson 4 - balancing lesson 5 - sequences lesson 6 - final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down</p>	<p><u>Amazing Animals</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>volleyball, badminton,</p> <p>;</p> <p>To follow the YR 1 badminton</p> <p>Adjust according to lower level, basic familiarisation with new equipment, shuttle movement, holding a racket, coordination,</p> <p>badminton <u>Use this Unit of Work to:</u></p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>1 shuttle familiarisation 2. racket familiarisation</p>	<p><u>Terrific Time Travellers</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login Details</p> <p>Striking/fielding</p> <p>Cricket/ YR1</p> <p>Use this Unit of Work to; Master basic movements including</p> <p>running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>1.introduction 2. coordination and movement 3. ball skills 4. fielding - rolling, get in line 5. batting 6. final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a</p>	<p><u>Colour, Shimmer & Shine</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 2</p> <p>Use this Unit of Work to; Master : basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>1.introduction 2. coordination and movement 3. running 4. jumping 5. throwing 6. Running for distance</p> <p>Yellow 3 – adapt to basic skills of running, jumping, skipping, rolling, throwing, Target throws.</p>



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<p>To finish the activity/session.</p>	<ul style="list-style-type: none"> • Parachute cat and mouse. <p>Running to 'stations' which might be colours, mats, bases.</p> <p>To participate in and enjoy different forms of skill based physical activity.</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p> <p>Teamwork & games, (See PE planning)</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>		<p>of simple stretches which are repeatable every week.</p> <p>Intro to the safety of the putting away equipment safely</p>	<p>3. coordination and movement 4. shuttle and racket familiarisation 5. rallying 6. group games</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>
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<p>Purple</p> <p>Warming up Become familiar, comfortable and ready to engage in the main body of the session.</p>	<p><u>Ronald Dahl</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>Engaging in fun, play-based games and activities are an excellent way to lead into a session.</p> <p>During the warm up there can be brief pauses to notice our bodies and how they change during exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are:</p> <p>Dodge-ball</p> <ul style="list-style-type: none"> • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. Running to 'stations' which might be colours, mats, bases. <p>Tig or tag games – Duck, Duck, Goose' or Tail</p> <p>Stretches (possibly led by the learners once they know some) can then lead into the next part of the lesson, as well as calming and</p>	<p><u>We are Britain!</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To prepare for the activity as a regular routine.</p> <p>Dance</p> <p>SD dance YR 4</p> <p>Use of Just dance to show children actions</p> <p>Example: Waka Waka Dance – Shakira</p> <p>Introduction Unison Instrumental Chorus Create your own dance Ending of the dance</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p><u>Victorians local study</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Gymnastics Use this Unit of Work to: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>YR 3/4 – PE planning Gymnastics</p> <p>Introduction key shapes travelling creating sequences partner work final lesson</p> <p>1.Perform a range of actions skills and agility with consistency, fluency and clarity of movement</p> <p>2. Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when</p>	<p><u>Scientist and inventors</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Tennis</p> <p>PE planning YR 3</p> <p>Use this Unit of Work to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p><u>Super Heroes</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Striking/fielding Cricket</p> <p>PE planning – YR 3 Use this Unit of Work to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2.fielding- ball skills sign up 3. throwing and catching 4. batting- hitting the ball 5. simple games sign up 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p><u>What do you see</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Athletics</p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 3/4</p> <p>Athletics Use this Unit of Work to: Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ol style="list-style-type: none"> 1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson
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<p>To participate in and enjoy different forms of skill based physical activity.</p>	<p>preparing the learners for the change of activity</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't</p> <p>Different throwing techniques – underarm, overarm, lobbing Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle Different running techniques such as gliding with hardly any leg lift to high knees raise Putting the foot on a ball and standing still Dribbling a ball using feet Kicking to a target Different kicking techniques such as using the instep or side footing Holding onto and letting go of balls or similar (such as a small bean bag) at the right time</p>		<p>working with a partner and in a group</p> <p>3. Create Gymnastic sequences showing a clear beginning, middle and end</p> <p>4. Create , perform and repeat a combination of actions which include changes of level, speed, direction and clarity of shape.</p> <p>5. Develop flexibility strength, control, technique and balance.</p> <p>6. Find different ways of using a shape, travel, balance and link them to make actions and sequences of movement.</p>			
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P.E.

Curriculum: Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Blue Class</p> <p>Taught across the year Mark making through movement (linked across all aspects of PE)</p> <p>Themes</p> <ol style="list-style-type: none"> 1. Straight up and down 2. Swinging movement and indirect lines 3. Circular movt's 4. Angular Movt's 5. Looped Movt's 6. Grabbing movt's 7. Consistent flowing line 8. Arched movement 9. Combining different writing strokes 	<p>Observation and assessment of children moving. Establishing systems and procedures</p> <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Running, jumping and galloping (gross motor) 2. Kicking large balls 3. Rolling, throwing and aiming 4. Jumping off the floor on 2 feet, one foot(hop) jumping from one to the other (leap) 5. Hanging, swinging, climbing assessing upper body strength (using outdoor equipment/ hall equipment) 	<p>Moving and Handling : EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Action Rhymes 2. Action Rhythms 3. Spatial awareness 4. Musicality 5. Hand eye coordination <p>Unit 2 EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Rolling balls and other objects 	<p>Moving and Handling : EYFS Over under& through</p> <ol style="list-style-type: none"> 1. travelling on different parts of the body <p>EYFS Throw catch kick</p> <ol style="list-style-type: none"> 1. Aiming skills using a variety of balls and other objects 	<p>Moving and Handling: EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance a story <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Throwing and catching skills 	<p>Unit 3 EYFS Over under and through</p> <ol style="list-style-type: none"> 1. Balancing <p>Moving and Handling : EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Kicking and dribbling skills 	<p>Unit 4 EYFS Creative Dance</p> <ol style="list-style-type: none"> 1. Dance to known songs <p>Moving and Handling: EYFS Throw Catch Kick</p> <ol style="list-style-type: none"> 1. Striking skills 2. Practice for sports day

<p>Orange Class</p>	<p>Equals PE - Games To Me to You Again unit 1.4</p> <ul style="list-style-type: none"> • Experience and explore basic sending and receiving skills, with an initial emphasis on ball handling. • Develop some of these skills and perform with some control and coordination. • Communicate how they feel using signs, symbols, words and pictures. • Observe and communicate what they have done. 	<p>Equals Unit Title: Dance - Express Yourself Unit 1.2</p> <ul style="list-style-type: none"> • To experience and explore a range of basic body actions and single movements which demonstrate simple moods and feelings. • To select one or two actions to make a short sequence of movement which communicate simple moods and feelings. • To experience the use of a warm up and a cool down. • To observe and communicate how they feel about their own movements and the movements of others. 	<p>Equals Unit Title: Gymnastics - ZigaZag Unit 1.7</p> <ul style="list-style-type: none"> • Explore and develop their basic body actions and single movements using different body parts. • Copy and repeat familiar 'unlike' actions to make a short sequence e.g. a run and a crawl. • Be aware of changes which take place in our bodies during exercise. • Use advice to improve their work. 	<p>Equals Unit Title: Invasion Games – Making your Mark Unit 2.12</p> <p>All pupils will have opportunities to acquire a wider range of skills, actions and whole body movements. They begin to develop a range of skills, select skills and actions for a purpose, and are aware that familiar situations or stimuli need specific types of responses. They have opportunities to experience or take part in games and to use equipment.</p> <ul style="list-style-type: none"> • Pupils cooperate with shared exploration and supported participation. • Pupils actively explore objects and events for more extended periods. 	<p>Equals PE Unit Title: Striking and Fielding Games – Striking Progress Key Stage 2 Unit 2.13</p> <ul style="list-style-type: none"> • Experience and use the equipment for striking and fielding games in different ways. • Develop their ability to send/hit/strike a ball to a partner, into spaces or at a target. • Experience and learn the use of a warm up and cool down and communicate how they feel during and after exercise. • Observe and communicate about the performance of themselves and others. 	<p>Equals PE Unit Title: Athletics – Starting Blocks Unit 2.17</p> <ul style="list-style-type: none"> • To experience and explore a range of athletic activities such as travelling, running, jumping and throwing. • To develop the ability to travel, jump, and throw, with or without adult support. • To experience and learn the use of warm up and cool down activities. • To experience, observe and adapt their own performance in athletic activities.
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				<ul style="list-style-type: none"> Pupils throw and kick a ball but they lack direction. Pupils are aware of space, themselves and others. Pupils combine and perform skills with control, adapting them to meet the needs of the situation. 		
Yellow	Equals Unit Title: Games – To Me To You Again Unit 1.5 <ul style="list-style-type: none"> Explore sending and receiving using a variety of equipment. Use the equipment with more control in games situations. Take part in activities that will increase their heart rate. Experience and observe and adapt their own performance. 	Equals Unit Title: Dance – Moving Stories Unit 2.2 <ul style="list-style-type: none"> Experience and explore creating characters and acting out narratives in response to a range of stimuli. Perform movements and dance phrases that communicate characters and stories. Experience and learn what you need to do to warm 	Equals Unit Title: Gymnastics – Twist and Shout Unit 2.6 <ul style="list-style-type: none"> Develop the 'quality' of their actions and explore twisting and turning activities. Select with help movements to create a short sequence. Enjoy and appreciate why exercising is enjoyable and good for you. Observe and communicate with help about their 	Equals Unit Title: Invasion Games – Control and Goal Unit 2.10 <ul style="list-style-type: none"> Experience and use the equipment for striking and fielding games in different ways. Develop their ability to send/hit/strike a ball to a partner, into spaces or at a target. Experience and learn the use of a warm up and cool down and 	Equals Unit Title: Striking and Fielding Games – How's Zat! Unit 2.14 <ul style="list-style-type: none"> Use the equipment needed when playing striking and fielding games, in different ways. Play modified games of rounders and cricket. Participate in the warm up and cool down and recognise changes that happen to their bodies when they are active. 	Unit Title: Athletics – Going for Gold Unit 2.18 <ul style="list-style-type: none"> Develop and extend their range of athletic skills through travelling, running, jumping and throwing activities. Experience different ways of travelling, jumping, throwing, with or without adult support. Recognise with help changes that happen to their body when active.



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		<p>up and cool down for dance activity.</p> <ul style="list-style-type: none"> • Observe and describe, with help, their own and others dance phrases and dances taking account of character and narrative. 	<p>own and others performance</p> <ul style="list-style-type: none"> • Pupils cooperate with shared exploration and supported participation. • Pupils' movement patterns are established and they perform single actions. • Pupils explore a variety of movements and show some awareness of space. • Pupils will move in a variety of ways. • Pupils perform a range of actions and agilities with consistency, fluency and clarity of movement 	<p>communicate how they feel during and after exercise.</p> <ul style="list-style-type: none"> • Observe and communicate about the performance of themselves and others. 	<ul style="list-style-type: none"> • Watch others perform and try to improve their own performance. • Pupils perform actions, often by trial and improvement, and they remember learned responses over short periods of time. • Pupils request events or activities eg pointing to a particular piece of P.E. equipment. • Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task. • Pupils' control and coordination skills are developing, for example they throw a ball to a partner. • Pupils bowl underarm accurately and field 	<ul style="list-style-type: none"> • Observe their peers performing athletic skills such as running for speed, jumping for length. <p>All pupils will have opportunities to experience a wider range of skills and range of activities actions and whole body movements. With help they will begin to encounter and experience opportunities to move at different speeds and take part in athletic activities with guidance.</p>
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					with increased accuracy.	
Red	<p><u>Changes in Living Memory</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>To actively participate in a range of playground, classroom and indoor hall games.</p> <p>To develop gross motor skills using large play equipment.</p> <p>Musical Chairs • Musical Statues • Simon Says • Follow the Leader • Sleeping Lions • What's the Time Mr Wolf?</p>	<p><u>Beyond Living Memory</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Dance yr1 PE planning/ for lesson plans</p> <p>Lesson 1 – Introducing dance Lesson 2 – Lion's dance Lesson 3 – Circle dance Lesson 4 – Jungle Dance Lesson 5- Creating a routine Lesson 6 – performance</p> <p>To respond imaginatively to a range of stimuli.</p>	<p><u>Carnival Animals</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Gymnastics YR1 PE planning/ for lesson plans</p> <p>Lesson 1 – introduction Lesson 2 – Key Shapes Lesson 3 – Travelling Lesson 4 – Balancing Lesson 5 – Sequences</p> <p>To perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</p> <p>To combine different ways of travelling</p>	<p><u>Weather Experts</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Dodgeball YR1</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Step 1: To move in different ways, changing speed and direction. • Step 2: To practise throwing using underarm technique • Step 3 To Practice throwing using overarm technique • Step 4 To send a ball at different speed.</p>	<p><u>Local Area</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Rounders YR1</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Differentiate – size of balls/distance. Use tennis racket/rounders bat</p> <p>PE planning/ for lesson plans</p> <p>Step 1: To move in different ways • Step 2: To use an underarm throwing technique</p>	<p><u>Ocean and Seas</u></p> <p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Athletics yr1</p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Sports day/ multi-skills activities</p> <p>Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing</p>

	<ul style="list-style-type: none"> • Skittles • Skipping with a big rope e.g. 2 people holding with one person jumping. • Hop-Scotch • Ring-a-Ring-a-Roses • Grand Old Duke of York • Duck, Duck, Goose • Hokey-Cokey <p>Bean-bag-toss game – into different sized holes for different scores</p> <ul style="list-style-type: none"> • Tag (or tig) <p>Giant dodge ball Parachute games</p> <p>Use of outdoor equipment, slides, swings, climbing frames, scooters, bikes Obstacle races can also be set up in school by the use of parachutes to crawl under, tunnels to crawl through, hills in the form of piles of bean bags to climb over and roll down again, commando style, skate boards to glide on especially if you can tape two or three together to make a bigger and more stable</p>	<p>To move confidently and safely in general space, using changes of speed, level, and direction.</p> <p>To perform movement phrases using a range of different body actions and body parts – with control and accuracy.</p> <p>To begin to compose short dances.</p> <p>To move with control to music.</p> <p>To link simple movements, and combine different ways of travelling</p> <p>To finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>exploring a range of movements and shapes.</p> <p>To perform movement phrases using a range of different body parts/actions.</p> <p>To perform fundamental movement skills on the floor and apparatus.</p> <p>To move safely using changes of speed, level, and direction.</p> <p>To form simple sequences</p> <p>getting changed my body parts of the body senses on the move how my body changes</p>	<ul style="list-style-type: none"> • Step 5: To catch a ball • Step 6: To participate in basic dodgeball games. <p>Foundation / throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control</p>	<ul style="list-style-type: none"> • Step 3: To try and find ways to win games • Step 4: To move into space • Step 5: To hit a ball • Step 6: To compete with others 	<ul style="list-style-type: none"> - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Green	<p><u>Happy Healthy Me</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities</p> <p>Notice how our bodies feel different, changes</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up.</p> <p>Examples of these are</p> <ul style="list-style-type: none"> • Musical chairs/bumps/statues • Dodge-ball • Copying simple physical skills like running, jumping, waving etc., through Follow the Leader. 	<p><u>Victorian Wonderland</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>YR2 Dance- PE planning</p> <ul style="list-style-type: none"> • Intro to dance • acting in character • in time with the music • group work • intro to mirroring • emotions and expressions <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p><u>Let it Grow</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>PE planning</p> <p>Gymnastics – yr3</p> <p>Balancing - standing on one leg, hopping, walking along balance beams /benches, hop from one foot to the other, looking up at the ceiling, standing on one leg with eyes closed, skipping, marching, dancing, waist twists, passing a ball over head and under legs, kneeling, high kneeling, four point kneeling.</p> <p>Coordination - making shapes, side stepping, walking holding a ball, walking throwing and catching, ankle kicks, high knees, shuttle runs, windmill arms, skipping with a rope, throwing items and swinging items.</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle</p>	<p><u>Chocoholics</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>Seated volleyball, PE planner yr1/2</p> <ul style="list-style-type: none"> • Step 1: To send a ball to a partner • Step 2: To throw a ball to a target/ partner • Step 3: To receive a ball • Step 4: To catch a ball • Step 5: To play games with others • Step 6: To try score points in game <p>Use this Unit of Work to; Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><u>The Great Outdoors</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login Details</u></p> <p>Striking/fielding Rounders/ YR1/2</p> <p>Foundation - throwing and catching</p> <p>Use this Unit of Work to introduce hand/eye coordination and ball control.</p> <ol style="list-style-type: none"> 1. stopping and receiving 2. rolling and sending 3. catching the basics 4. throwing the basics 5. catching a ball 6. throwing and catching <p>Use this Unit of Work to; Master basic movements including</p> <p>running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><u>The Big Top</u></p> <p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>throwing/running, jumping, Athletic activities</p> <p>YR 2/3</p> <p>Use this Unit of Work to; Master : basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>PE planning Athletics–</p> <ol style="list-style-type: none"> 1.introduction 2. coordination and movement 3. running 4. jumping 5. throwing 6. throwing (overarm throw) <p>– adapt to basic skills of running, jumping, skipping,</p>

	<ul style="list-style-type: none"> • Parachute cat and mouse. <p>Running to 'stations' which might be colours, mats, bases.</p> <p>To participate in and enjoy different forms of skill based physical activity.</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't touch the rungs</p> <p>Teamwork & games, (See PE planning)</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>		<p>Use this Unit of Work to develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>lesson 1 - introduction lesson 2 - key shapes lesson 3 - travelling lesson 4 - balancing lesson 5 - sequences lesson 6 - final lesson</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p> <p>Intro to the safety of the putting away equipment safely</p>		<ol style="list-style-type: none"> 1.introduction 2. coordination and movement 3. ball skills 4. fielding - rolling, get in line 5. batting 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>rolling, throwing, Target throws.</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week.</p>
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Purple	Egyptians	World War 1 and 2	Famous for more than 5 minutes	Geographical skills	Crime and punishment	Sports tournaments
	<p><u>To use PE planning as a lesson planning guide</u> <u>Follow teacher login details</u></p> <p>To prepare for the activity as a regular routine. Communicating what is about to happen next: visual, pictures, symbols</p> <p>Having an expectation that the learner will: follow changing routines Getting changed Using separate changing rooms/areas according to gender. Or separated areas within class room</p> <p>Engaging in fun, play-based games and activities are an excellent way to lead into a session.</p> <p>During the warm up there can be brief pauses to notice our bodies and how they change during exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p> <p>Ideally some of the skills that will be used later in the session can be practiced in the warm up. Examples of these are:</p> <p>Dodge-ball</p> <ul style="list-style-type: none"> • Copying simple physical skills like running, jumping, waving etc., 	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>SD dance YR 4 (Street Dance)</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>To participate in and enjoy different forms of movement.</p> <p>Se PE planner for lesson plans</p> <p>Use of Just dance to show children actions</p> <p>Example: Waka Waka Dance – Shakira</p> <p>Introduction Unison Instrumental Chorus Create your own dance Ending of the dance</p> <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>YR 4 – PE planning Gymnastics</p> <p>Agility - changing direction, running through ladders, throwing to a target, hop scotch, two foot jumping over hurdles, bunny hops, obstacle courses.</p> <p>Gymnastics Use this Unit of Work to: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>YR 4 – PE planning Gymnastics</p> <p>Introduction key shapes travelling creating sequences partner work final lesson</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Tennis,</p> <p>PE planning YR 3</p> <p>Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2. ball and racket familiarisation 3. receiving skills 4. cooperative rallies 5. simple games 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Striking/fielding Cricket/rounders</p> <p>PE planning – YR 3 Use this Unit of Work to;</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ol style="list-style-type: none"> 1.introduction 2.fielding- ball skills sign up 3. throwing and catching 4. batting- hitting the ball 5. simple games sign up 6. final lesson <p>Warm down/finish Prepare the learners for the session coming to end with a cue such as a verbal and signed warning, a short countdown, leading to a warm down of simple stretches which are repeatable every week. Intro to the safety of the putting away equipment safely</p>	<p>To use PE planning as a lesson planning guide Follow teacher login details</p> <p>Athletics throwing/running, jumping, Athletic activities YR 4</p> <p>Athletics Use this Unit of Work to; Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ol style="list-style-type: none"> 1.introduction 2. running 3. jumping 4. throwing 5. relay races 6. final lesson



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	<p>through Follow the Leader. Running to 'stations' which might be colours, mats, bases.</p> <p>Tig or tag games – Duck, Duck, Goose' or Tail</p> <p>Stretches (possibly led by the learners once they know some) can then lead into the next part of the lesson, as well as calming and preparing the learners for the change of activity</p> <p>Tig/Tag Simple drills-dribbling, ball bouncing, relay races - in and out of cones - jumping over different height hurdles - jumping different distances - climbing over bean bags and/or soft play blocks - throwing - throwing to a target - throwing and catching - running races - running through ladders laid on the ground so that you don't</p> <p>Different throwing techniques – underarm, overarm, lobbing Transferring from walking to running with changes of pace (slow fast) at the sound of a whistle Different running techniques such as gliding with hardly any leg lift to high knees raise Putting the foot on a ball and standing still</p>	<p>countdown, leading to a warm down of simple stretches which are repeatable every week.</p>	<p>1.Perform a range of actions skills and agility with consistency, fluency and clarity of movement</p> <p>2. Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group</p> <p>3. Create Gymnastic sequences showing a clear beginning, middle and end</p> <p>4. Create , perform and repeat a combination of actions which include changes of level, speed, direction and clarity of shape.</p> <p>5. Develop flexibility strength, control, technique and balance.</p> <p>6. Find different ways of using a shape, travel, balance and link them to make actions and sequences of movement.</p>			
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	<p>Dribbling a ball using feet Kicking to a target Different kicking techniques such as using the instep or side footing Holding onto and letting go of balls or similar (such as a small bean bag) at the right time</p> <p>intro to a more formal game Football</p> <p>Prepare the learners for the session coming to end</p> <p>Follow up on the discussion about our bodies and how they change during and after exercise, discuss how we now feel, who feels different, how do they feel different, why do they feel different.</p>					
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Staffordshire Agreed Syllabus for

EQUALS SEN scheme of work KS1/2

PE planning – web based all staff have a login to access ready made curriculum base lesson plans for year group and activity



P.E.

Whole-school coverage



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YEAR A – 2018-2019, 2020-2021, 2022-2023

YEAR B– 2017-2018, 2019-2020, 2021-2022