

St Thomas of Canterbury Catholic Primary School

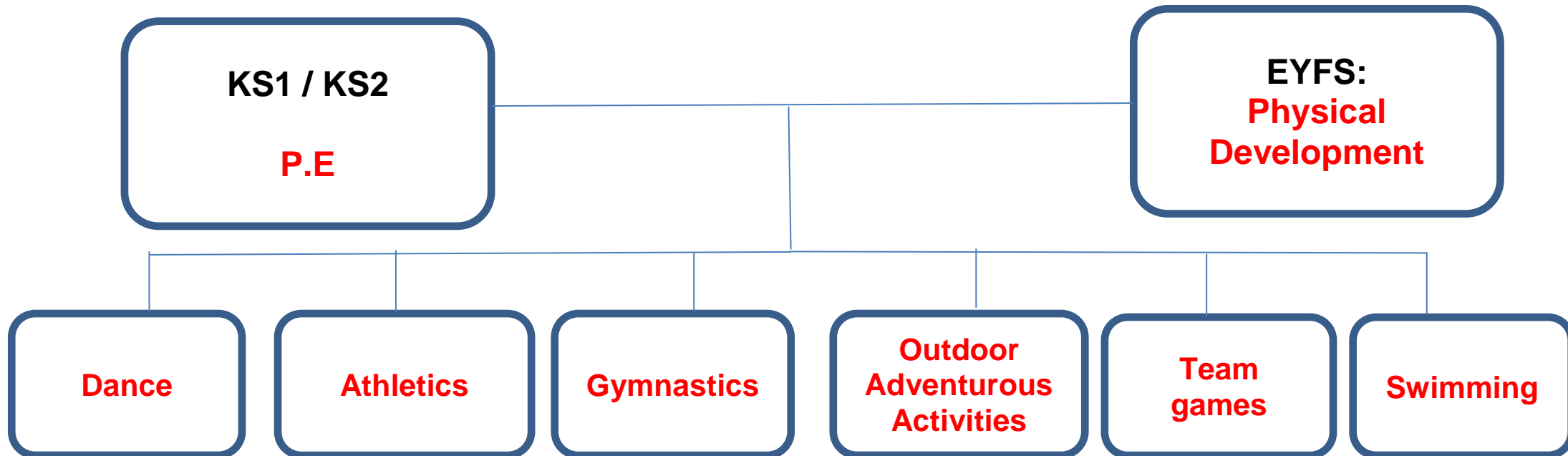
Scheme of Work **Physical Education**



Where every child is special



Making **S=P+A+C+E** for learning



Dance

EYFS

Music and movement. Controlled movements and sequences to music appropriate to topics covered in their learning journey.

Year 1

In this unit children explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by themes their learning journey.

Year 2

In this unit children focus on creating and performing short dances that communicate different moods, feelings and ideas. Their work is inspired by a range of subjects, including some based on different times and cultures.

Year 3

In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.

Year 4

In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.

Year 5

In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups.

Year 6

In this unit children will focus on using different visual images as the starting point for composing, performing and watching dance.

Athletics

EYFS

In this unit children explore running, jumping and throwing activities, and take part in sports day.

Year 1

In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

Year 2

In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

Year 3

In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

Year 4

In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

Year 5

In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.

Year 6

In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.

Gymnastics

EYFS

In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg two jumps, or two rolls.

Year 1

In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, *eg a roll, jump and a shape*. They then transfer what they learn on the floor to apparatus.

Year 2

In this unit children focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.

Year 3

In this unit children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group.

Year 4

In this unit children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.

Year 5

In this unit children use their knowledge of compositional principles, eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.

Year 6

In this unit children focus on relationships between performers and timing in small group sequences. They have opportunities to use music with their sequence, and to choose their own apparatus and design a simple layout.

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graph TD; OAA[OAA] --- Y2[Year 2]; OAA --- Y3[Year 3]; OAA --- Y4[Year 4]; OAA --- Y5[Year 5]; OAA --- Y6[Year 6];
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Year 2

In this unit children take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups.

Year 3

In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.

Year 4

In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.

Year 5

In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.

Year 6

In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.

Team Games

EYFS

In this unit children are introduced to the concept of completion in teams.

Year 1

In this unit children play small sided games. To learn generic and specific skills to play games.

Year 2

In this unit children are introduced to concept of tactics. To defend or attack in small sided and larger games.

Year 3

In this unit children play popular games and introduce rules and fair play. To expand tactics from individuals to teams.

Year 4

In this unit children create games that are fair and have rules that make the games both fun and competitive.

Year 5

In this unit children play large sided games using rules, fair play and tactics in a competitive environment. For children to identify the skills needed to be a competent performer and to practice them.

Year 6

In this unit children practice and play games that follow specific rules using tactics, skills and fitness for the sport. To use knowledge gained in both practice and playing games to coach a team or individual within a game.

Swimming

EYFS

Taster Day in June/July

Year 1

Swimming lessons at the Spectrum leisure centre. Covering: water safety, technique and stamina.

Year 2

Swimming lessons at the Spectrum leisure centre. Covering: water safety, technique and stamina.

Year 3

Swimming lessons at the Spectrum leisure centre. Covering: water safety, technique and stamina.

Year 4

Swimming lessons at the Spectrum leisure centre. Covering: water safety, technique and stamina.

Year 5

No Swimming.

Year 6

Swimming lessons at the Spectrum leisure centre. Catch up for pupils who have not yet completed 25m.