

Work hard. Aim high. Have fun.



Folly Hill Infant School

SCHEME OF LEARNING

P E

Early Years Foundation Stage, Year 1 and Year 2

ADDITIONAL INFORMATION

At Folly Hill School, teachers create medium and short term planning based on the aims and objectives for that particular term. Planning shows evidence of a wide range of learning experiences for children, including engaging lessons, the use of high quality practical apparatus and opportunities for all children to succeed, regardless of their starting point.

Teachers are beginning to work with the new National Curriculum for PE. Teachers plan, deliver and assess across a wide variety of different skills, beginning with balance, co-ordination and agility in Early Years, through to ball skills, tactics and team play in KS1. Additional teaching resources are used to help support teachers in the planning and assessing of their lessons. The school has purchased a number of schemes of work, including Val Sabin Gymnastics and TOP resources which teachers can use for ideas.

At Folly Hill, we try to ensure that physical activity is evident in all curriculum areas, not just in PE lessons. Staff and children are aware of the need for a healthy lifestyle, and how this can have a significant impact on the capacity for learning across all areas the curriculum. Literacy, maths and science lessons regularly contain opportunities for children to be active.

We have a detailed action plan dedicated to raising the achievement of our children in PE and physical activity, funded in the main by the Sports Premium funding from the government. Details of how we are using our funding can be found on our website.

As with many other areas, we work as part of the Weyside Confederation to provide opportunities for children to learn alongside children from other schools. We organise a variety of competitive and non-competitive sporting events over the course of the year, including football and rugby tournaments, swimming galas and dance festivals. As well as leading these events, our teachers work closely with other schools to share ideas, resources and examples of good practise, ensuring that PE and physical activity are highly-valued and prioritised in our school.

EARLY YEARS FOUNDATION STAGE - YEAR R - Dance

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *words to describe travel, direction, space, moods, feelings*

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to move with confidence and in safety • to move with control and awareness of space 	<ul style="list-style-type: none"> • Playing games. • Use variety of stimuli to develop sequences of movement • Plan time to explore space and potential for moving • Dance to recorded music 	<ul style="list-style-type: none"> • will copy basic body actions • respond to different stimuli with a range of actions
<ul style="list-style-type: none"> • importance of keeping healthy • how bodies change during exercise • develop a sequence of steps 	<ul style="list-style-type: none"> • Make large movements in action songs and rhymes and when acting out stories. • Use streamers and other props to exaggerate am movements • Move individually and with partner and as part of a group • Maypole dances 	<ul style="list-style-type: none"> • know where heart is and why it beats faster • perform to an audience
<ul style="list-style-type: none"> • move with confidence and imagination • gross and fine motor control 	<ul style="list-style-type: none"> • Use vocabulary of movement such as gallop, slither, follow, lead, copy and of feelings such as anger, excitement etc • Provide opportunities to repeat and change actions so that they can think about, refine and improve 	<ul style="list-style-type: none"> • practise and repeat movements and perform in an increasingly controlled way • use basic dance vocabulary

EARLY YEARS FOUNDATION STAGE - YEAR R - Games

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *move, space, send, receive*

RESOURCES

- parachute
- cameras
- beanbags, balls, hoops

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • show awareness of space • show awareness of others 	<ul style="list-style-type: none"> • Respond to movement instruction. • Play ring games and group ball and beanbag games. 	<ul style="list-style-type: none"> • move fluently, change direction and speed avoiding others • begin to show control when rolling, throwing, catching
<ul style="list-style-type: none"> • to move with co-ordination • to recognise importance of keeping healthy and those things which contribute to this 	<ul style="list-style-type: none"> • Talk about how we keep healthy - awareness of heartbeat and breathing. 	<ul style="list-style-type: none"> • describe bodily change during exercise and how this benefits us • why is running and playing games good for us?
<ul style="list-style-type: none"> • to use a range of small apparatus • hand-eye co-ordination • to handle equipment with safety and increasing control • gross and fine motor control 	<ul style="list-style-type: none"> • Use of ball, beanbag, hoops, skipping ropes. 	<ul style="list-style-type: none"> • begin to show control over whole bodily movements and use of small apparatus

EARLY YEARS FOUNDATION STAGE - YEAR R - Gymnastics

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *body actions - jump, hop, skip etc*
- *apparatus names*
- *describe shape of body*
- *name body parts, name pathways*

RESOURCES

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| <ul style="list-style-type: none"> • Trimtrail • playground markings • instruments | <ul style="list-style-type: none"> • low level apparatus • climbing frame/slide and caterpillar in canopy area • video camera and digital camera |
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Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to move with confidence and safety • to move with control • to develop awareness of space • to work with a partner 	<ul style="list-style-type: none"> • Introduction to Trimtrail and playground. • Respond to movement instructions in Hall, playground and outside areas. 	<ul style="list-style-type: none"> • develop gross motor control • develop spatial awareness and show awareness of each other
<ul style="list-style-type: none"> • to recognise importance of keeping healthy • how exercise can contribute to this 	<ul style="list-style-type: none"> • Talk about how we keep healthy. • Think about how body reacts to exercise - heartbeat, breathing, body temperature 	<ul style="list-style-type: none"> • repeat gymnastic actions and develop shape and strength • know the health benefits of exercise
<ul style="list-style-type: none"> • to use a range of apparatus - travel around, under, over, through, balancing, climbing equipment • to move with confidence and imagination 	<ul style="list-style-type: none"> • Handle apparatus safely • Teach basic gymnastic actions, eg jump, hop, skip • Use apparatus safely 	<ul style="list-style-type: none"> • carry and place apparatus safely • describe gymnastic activity using appropriate language

KEY STAGE 1 - YEAR 1 - Dance

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *describe travel and stillness - gallop, step, jump, hop, bounce, spring, turn, spin, freeze, static*
- *describe direction / describe space eg near, far, in, out, beginning, middle / describe mood and feelings*
- *describe nature of movement eg fast, strong, gentle*

RESOURCES

- cassette / CD player
- cameras
- instruments
- variety of stimuli - words, stories, poems, pictures, objects, videos, music
- maypole
- CDs

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to explore movement ideas and respond imaginatively to a range of stimuli • to move confidently and safely in their own general space, using changes of speed, level and direction 	<ul style="list-style-type: none"> • Copy and explore basic body actions. Give them a range of stimuli, eg words, poetry - respond with different actions. • Use different parts of the body to respond to stimuli. • Copy movements and movement patterns and dance actions. Help them to change speed of movement and the way they make their movement. Move at different levels in different directions. 	<ul style="list-style-type: none"> • will respond to different stimuli with a range of actions • copy and explore basic body actions demonstrated by the teacher • copy simple movement patters from each other and explore the movement
<ul style="list-style-type: none"> • to compose and link movement phrases to make simple dances with clear beginnings, middles and ends • to perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> • Choose some of the movements already explored and use to make own movement phrases. Practise link and repeat movement phrases emphasising rhythmic and dynamic quality, eg slowly sinking • Use of Maypole-linked steps • Show clear starting and finishing positions. Start and stop in a controlled way, eg musical statues. Include simple changes in speed and move safely through space. perform with control and accuracy. • See how movements can show different moods, ideas, feelings. Respond to different music. 	<ul style="list-style-type: none"> • choose movements to make into their own phrases with beginnings, middles and ends • practise and repeat their movement phrases and perform them in a controlled way
<ul style="list-style-type: none"> • to recognise how their body feels when still and when exercising 	<ul style="list-style-type: none"> • Talk about why dance is a healthy activity. • Talk about what happens to breathing when they are moving quickly and when they are standing still. What happens to heartbeat? 	<ul style="list-style-type: none"> • know where heart is • understand why it beats faster when exercising
<ul style="list-style-type: none"> • to talk about dance ideas inspired by different stimuli • to copy, watch and describe dance movement 	<ul style="list-style-type: none"> • Children to watch each other dance - evaluate how they feel. • Help children to describe actions and qualities of movement. What body actions do you see and what body parts are being used? Why have particular actions been chosen for a dance? • How might you be more expressive in your movement? 	<ul style="list-style-type: none"> • use simple dance vocabulary • talk about dance linking movements to moods, ideas, feelings

KEY STAGE 1 - YEAR 1 - Games

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *avoiding, tracking, rolling, striking, overarm throwing, bouncing, catching, free space, own space, opposite, team*

RESOURCES

- markers, cones, beanbags, hoops, skipping ropes
- variety of different sized balls
- rackets
- parachute
- cameras

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to be confident and safe in spaces used to play games • to explore and use skills, actions and ideas individually and in combination with the game they are playing 	<ul style="list-style-type: none"> • Explore different ways of using small apparatus. Find a different way of sending apparatus. • Use a racket to dribble, carry or hit equipment. • Retrieve and stop a ball using different parts of the body. • Develop catching and gathering skills. Teach how to watch track and get in line with a ball. How can you help a partner when practising skills? 	<ul style="list-style-type: none"> • move fluently, change direction and speed easily • show control with basic actions for rolling, underarm throwing, striking a ball and kicking • get in line with a ball to receive it
<ul style="list-style-type: none"> • choose and use skills effectively for particular games 	<ul style="list-style-type: none"> • Teach how to score. Understand which targets they are aiming for and need for accuracy. • Explain difference between helping a partner and playing against someone. • Explore different ways of sending equipment so that it is difficult for opponent to intercept or stop. Defending targets. Listen to their ideas. • Understand concepts of team, coring and direction of movement for partner, group and team in a game. 	<ul style="list-style-type: none"> • understand concepts of aiming, hitting into space and taking ball into a good position for aiming • use skills in different ways for different games • use space to advantage in games
<ul style="list-style-type: none"> • that being active is good for them and fun 	<ul style="list-style-type: none"> • Have lots of opportunities for running and avoiding games. Practising skills can help you feel warmer. • Why is it good to be out of breath? 	<ul style="list-style-type: none"> • describe what it feels like to breathe faster • explain why running and playing games is good for them
<ul style="list-style-type: none"> • to watch, copy and describe what others are doing • to describe what they are doing 	<ul style="list-style-type: none"> • Watch each other play games and describe what is happening. • Explain what works well and how ideas can be used in games. • Talk to each other about what they have done and what they do now. Try others' ideas. 	<ul style="list-style-type: none"> • watch others' movements carefully • describe what they have done or seen others doing • copy what they see and say why it is good

KEY STAGE 1 - YEAR 1 - Gymnastics

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide*
- *speed vocabulary / shape vocabulary / direction vocabulary / level vocabulary / pathway vocabulary / body parts*
- *along, around, across, on, off, over, under, through*

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to explore gymnastic actions and still shapes • to move confidently and safely in own and general space using changes of speed, level and direction 	<ul style="list-style-type: none"> • Respond to instructions and commands, eg using voice, clap, instrument, piece of music • Floor work and apparatus - move safely and change speed. Use confidently. • Teach basic gymnastic actions eg travel, take weight, rock, roll, climb, be still, balance • Use floor and apparatus creatively 	<ul style="list-style-type: none"> • will be able to perform basic gymnastic actions • will be able to manage the space safely and show good awareness of each other and apparatus
<ul style="list-style-type: none"> • to copy, create and link movement phrases with beginnings, middles and ends • to perform movement phrases using a range of actions and body parts 	<ul style="list-style-type: none"> • Link basic movement actions and use on floor, mats and apparatus - talk about the ways we link actions • Repeat a simple movement phrase and keep repeating it, evaluating and improving. 	<ul style="list-style-type: none"> • perform simple sequence in response to task • link and repeat gymnastic actions
<ul style="list-style-type: none"> • to know how to carry and place apparatus • to recognise how body feels when still and when exercising • to evaluate work of themselves and others to extend and develop 	<ul style="list-style-type: none"> • Handle apparatus safely • Recognise feelings of tension and relaxation on different parts of the body - also effect of exercise on heartbeat, body temperature and breathing • Describe basic gymnastic actions • Watch and evaluate own work and that of others using cameras 	<ul style="list-style-type: none"> • know the health benefits of exercise on their well being • carry and place apparatus safely • describe gymnastic activity using appropriate language

KEY STAGE 1 - YEAR 2 - Dance

VOCABULARY

In this unit, children have to use words and phrases relating to:

- words to describe body actions and parts, stimulus, describe levels, describe directions, describe pathways, describe moods/ideas/feelings - tired, hot, sweaty, heart rate, warm up, cool down

RESOURCES

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|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • cassette / CD player • CDs • maypole | <ul style="list-style-type: none"> • instruments • cameras • variety of stimuli - words, stories, poems, pictures, objects, videos, music |
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Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of the dance 	<ul style="list-style-type: none"> • Talk about moods, ideas and feelings inspired by different stimuli. Use as a starting point for short dance framework • How do different stimuli make you feel? eg sun (hot, happy, lazy). • Show body actions to explore these feelings. Vary speed, strength, energy and tension of movements. Use different levels and directions. Also partner work. 	<ul style="list-style-type: none"> • will talk about different stimuli as the starting point for creating dance phrases and short dances • explore actions, ideas, moods and feelings • experiment with actions, dynamics, directions, levels
<ul style="list-style-type: none"> • compose and perform dance phrases • short dances that express and communicate moods, ideas, feelings, choosing • varying simple compositional ideas 	<ul style="list-style-type: none"> • Perform dance phrases with a clear beginning, middle, end. Practise, link and repeat movements with control, co-ordination and an awareness of space. Use different dynamic and spatial qualities, eg travelling slowly, up and down. Link movements and dance phrases fluently. • Explore feelings such as how you feel when you see a wild sea. Create dance phrases based on this. Use actions with different directions, levels, speed and tension. • Explore different types of music (calm, classics, African drumming etc). Make dance phrases to reflect rhythm and mood. • Use of Maypole to explore old English tunes. 	<ul style="list-style-type: none"> • choose and link actions to make short dance phrases that express an idea, mood or feeling • reflect rhythmic qualities • remember and repeat a dance phrase showing greater control, co-ordination and spatial awareness • perform dance phrases using rhythmic and dynamic qualities to express moods, ideas and feelings
<ul style="list-style-type: none"> • to recognise and describe how different dance activities make them feel • to understand the importance of warming up and cooling down 	<ul style="list-style-type: none"> • Talk about why dance is a healthy activity. • Describe how body changes when exercising. Link these changes to different ways of working. • Teach appropriate stretching exercises to warm up and cool down. 	<ul style="list-style-type: none"> • will know how their bodies feel after dance activities • will know that they need to warm up and cool down
<ul style="list-style-type: none"> • to watch and describe dance phrases and dances • use what they learn to improve their own work 	<ul style="list-style-type: none"> • Describe actions, dynamic qualities, the way space is used in the dances they watch. Use appropriate vocabulary to describe moods, ideas and feelings. • How do different dances make you feel? What do you like/dislike? 	<ul style="list-style-type: none"> • describe dance phrases and expressive qualities • say what they like/dislike giving reasons • show understanding of mood

KEY STAGE 1 - YEAR 2 - Games

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *tracking, aiming, speed, direction, passing, controlling, shooting, scoring, rebound*

RESOURCES

- cones, beanbags, hoops, rackets, balls, skipping ropes
- different sized balls
- parachute
- cameras

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to improve the way they co-ordinate and control their body • a range of equipment • to remember, repeat and link combinations of skills • to choose, use and vary simple tactics 	<ul style="list-style-type: none"> • Practise accuracy in throwing and hitting skills. Use of variety of targets including equipment. Help children improve accuracy and consistency by varying size and distance of targets and by making thrower/hitter receive either standing still or moving (striking and fielding games). • Teach children to throw or strike the ball away from opponents accurately (invasion games). • Teach children to throw or strike the ball to their partner so that their team keeps the ball. • Talk about different ways of throwing and striking, eg high/fast/slow/underarm/overarm in all games. Throw and strike using different heights and strengths. • Talk about best way to score points or stop points being scored. How did you work best with a partner? Teach rules and tactics for 3 types of game - explain how you have to think differently. • Talk about making it difficult for opponents in different games. Be alert keeping ball. Look for space, throw, hit and run. • Choose tactics, actions and skills that suit demands of specific situations in games and practices. 	<ul style="list-style-type: none"> • perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control • show a good awareness of others in running, chasing and avoiding games • choose and use tactics for different situations • react to situations in a way that helps their partners and makes it difficult for their opponents • know how to score and keep the rules of the game
<ul style="list-style-type: none"> • to recognise and describe what their bodies feel like during activities 	<ul style="list-style-type: none"> • Talk about how bodies feel when playing different games. • Help them to understand importance of preparing safely and carefully. Teach them activities to help them prepare. 	<ul style="list-style-type: none"> • understand and describe changes in heart rate • anticipate how you will feel after playing games
<ul style="list-style-type: none"> • to recognise good quality in performance • to use information to improve work 	<ul style="list-style-type: none"> • Teach children to watch others accurately. Help them to describe what they see and ask them to copy others' ideas, skills and tactics. Help them to recognise what is successful and teach them how to use this knowledge. • Do you play well when you are hot or out of breath? 	<ul style="list-style-type: none"> • describe what it feels like to breathe faster • explain why running and playing games is good for them

KEY STAGE 1 - YEAR 2 - Gymnastics

VOCABULARY

In this unit, children have to use words and phrases relating to:

- *hang, swing, sequence, copy, upside down, take off, smooth, quarter-turn*
- *describe speed, shape, level, direction, pathway, body parts, under, through, towards, in front, behind, over*

RESOURCES

- selection of low apparatus
- portable apparatus
- fixed apparatus
- music /instruments
- digital camera

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Children should learn :		Children:
<ul style="list-style-type: none"> • to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision 	<ul style="list-style-type: none"> • Hold still shapes. • Stretch body. • Show control when moving. • Develop range of gymnastic actions on floor apparatus when travelling, still and balancing. • Take weight on different parts of body. • Link a series of body shapes, balances and travelling actions. 	<ul style="list-style-type: none"> • perform actions with control and co-ordination • repeat accurate sequences of gymnastic movement • move smoothly from still to travelling
<ul style="list-style-type: none"> • to choose, use and vary simple compositional ideas in sequences they create and perform • to recognise and describe the effect exercise has on body 	<ul style="list-style-type: none"> • Develop short sequences of their own. • Use imagination to find different ways of using apparatus. • Put beginnings, middles and ends on sequences. • Talk about how to remember sequences. • How does exercise affect heart rate, breathing and body temperature? Develop vocabulary to describe these changes. 	<ul style="list-style-type: none"> • devise, repeat and perform a short sequence showing beginning/middle/end • adapt sequence to include apparatus or partner • use different construction of floor mats and apparatus to show control, accuracy and fluency • describe how body reacts to exercise and how this benefits our health
<ul style="list-style-type: none"> • to improve their work by evaluating, watching and developing 	<ul style="list-style-type: none"> • Talk about how we know apparatus is safe to use - how do we position apparatus? • Have a clear focus when watching others perform. Decide when a movement, balance or body shape has been performed well. How can sequences be made easier or harder? • Follow advice from others to improve work. 	<ul style="list-style-type: none"> • recognise and avoid risk when handling and placing apparatus • describe own and partner's sequence • choose one aspect to improve