



Southam
College

PHYSICAL EDUCATION

PRIMARY SCHOOL

SCHEME OF LEARNING

Term	Activity	No of Lessons
Autumn 1	INVASION	7
Autumn 2	RUGBY	8
Spring 1	FOOTBALL	6
Spring 2	BASKETBALL	6
Summer 1	ROUNDERS	6
Summer 2	ATHLETICS	7



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AUTUMN 1

INVASION Scheme of work

- Team games are learnt typically in a non- linear way with a dynamic environment creating the opportunity to work on lots of skills at the same time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to developing their own self organisational skills.

Lesson	Completed by:	Comments:
1 - Movement with ball (Hockey)		
2 - Attacking (Hockey)		
3 - Team work (Football)		
4 - Control (Football)		
5 - Dribbling (Football)		
6 - Intercepting (Basketball)		
7 - Throwing		



Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
<p style="text-align: center;">1</p> <p style="text-align: center;">MOVEMENT WITH THE BALL (HOCKEY)</p>	<p>1. To develop new skills relevant to specific invasion games.</p>	<p>All: Control a ball using hockey stick</p> <p>Most: Dribble and pass to partner</p> <p>Some: Use "niggle" to take ball from partner</p>	<p>Key Vocabulary Spatial Awareness, pushing, dribbling, kick, control, "niggle tackle", receive, advance, progress, "falling back", co-operation, attack, defend, invasion.</p> <p>Warm up:</p> <ul style="list-style-type: none"> • Small ball throw, catch and bounce • Holding ball run in an out of each other avoiding contact, on whistle put ball on the ground and continue running. On second signal pick up nearest ball. Continuous practice. <p>Skill:</p> <ul style="list-style-type: none"> • Hockey stick - practice moving ball around playground, keep ball as close to stick as possible (teach grip and dribble) • Practice stopping with ball, dribble stop on command. Speed up and stop under control. • Pass in pairs with partner, teaching points – push, pass, stop, control • "Target Hockey" Aiming at partner through target in middle. Make target smaller and smaller. • Dribble towards target then pass to partner • Stand facing partner with ball between sticks; try to push NOT HIT the ball away from your partner. <p>Game:</p> <ul style="list-style-type: none"> • Pairs 10m apart, facing each other with cone each. Player 'A' dribbles ball toward middle, player 'B' attempts to "niggle" the ball away from partner and score a goal. <ul style="list-style-type: none"> - Goal = stopping the ball at opponents marker - Switch possession and repeat. <p>Cool Down: Dribble small ball around playground, change direction.</p>	<p>30 x Hockey sticks</p> <p>Small/Medium balls x 30</p> <p>Markers/cones</p>



<p>2 ATTACKING (HOCKEY)</p>	<p>1. To know and apply basic tactics and strategies for attacking play.</p>	<p>Understand and show how possession and progression benefits game. How to mark an opponent effectively and defend goal.</p>	<p>Warm up:</p> <ul style="list-style-type: none">• Each have stick & ball - moving around area with stick in contact with floor and in control, listen for mode of transport (walk, run, zig zag)• Top Dog- Two stand facing each other between two cones 5m apart, 'A' must shadow the movements of player 'B' until they decide to touch one of either cones. Change roles and repeat. <p>Skill: In same pairs practice:</p> <ul style="list-style-type: none">• Pushing the ball to each other<ul style="list-style-type: none">- Dribble then push pass back to partner- Slalom through 3 cones and push pass back to partner• Stand 5 paces apart and pass back a forth while moving down the pitch. (pass slightly ahead of partner when moving)• In threes, 'A' 'B' 'C' – 'A & B' in one line 'C' in other facing each other 5m apart. 'A' dribbles to 'C' and leaves ball for 'C', 'A' stays. 'C' dribbles back to 'B', 'C' stays etc. Complete changing dribble into pass, follow pass. <p>Game:</p> <ul style="list-style-type: none">• Piggy in the middle – Mark grid for groups of three, two passing back and forth in grid while one tries to intercept. 6 successful passes and then switch. Start still and then add movement.• Two start at one end of grid and pass while moving, defender starts at other end and attempts to “niggle” ball away from them. Two score a goal by stopping ball at a point or marker. <p>Cool Down: Dribble ball in the shape of your name about playground.</p>	<p>30 x Hockey sticks</p> <p>Small/Medium balls x 30</p> <p>Markers/cones</p>
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<p>3 TEAM WORK (FOOTBALL)</p>	<p>1. To work co-operatively with others in a team</p>	<p>Demonstrate a range of skills using feet or implement.</p>	<p>Warm up:</p> <ul style="list-style-type: none">• DIRECTIONS: Facing teacher - all begin jogging on spot, listen to directions and jog in that direction. Always facing teacher. First verbal then just pointing. Speed up as necessary. <p>Skill:</p> <p>In pairs practice:</p> <ul style="list-style-type: none">• Pass the ball to each other<ul style="list-style-type: none">- Dribble then pass back to partner- Slalom through 3 cones and pass back to partner• Stand 5 paces apart and pass back a forth while moving down the pitch. (pass slightly ahead of partner when moving)• In threes, 'A' 'B' 'C' – A & B on one line, C facing them 5m apart. A dribbles to C and leaves ball for C, A stays. C dribbles back to B, C stays etc. Complete changing dribble into pass, follow pass. <p>Game:</p> <ul style="list-style-type: none">• Piggy in the middle – Mark grid for groups of three, two passing back and forth in grid while one tries to intercept. 6 successful passes and then switch. Start still and then add movement.• Two start at one end of grid and pass while moving, defender starts at other end and attempts to “niggle” ball away from them. Two score a goal by stopping ball at a point or marker. <p>Game:</p> <ul style="list-style-type: none">• Football Tennis – Two groups with a few balls – aim to pass the ball past the opponent’s line whilst other team are trying to stop them from going over.• 3 v 3 game with small goals.	<p>Footballs x 15, Bibs & Cones</p>
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<p>4 CONTROL (FOOTBALL)</p>	<p>To observe and select information to evaluate their own and other's work.</p>	<p>Find and use space to their advantage. Use tactics to keep ball. Work as a team. Transfer principles across different Games.</p>	<p>Warm up:</p> <ul style="list-style-type: none">• Soccer Ball Pick Up - Dribble in and out of people on the whistle stop the ball (foot on top) and keep running. Next whistle collect nearest ball in control using your feet. <p>Skill:</p> <ul style="list-style-type: none">• In pairs - pass one ball back and forth whilst on the move, stay alert and avoid collision.• In pairs - with cone in between, pass to partner aiming at the cone (front of foot, inside, outside, other foot)• In groups of three - Dribble through two cones and shoot on a goal guarded by one of the group (try to have goals back onto wall) <p>Game:</p> <ul style="list-style-type: none">• RUN TO SPACE- groups of 3 in a square stand in three corners, pass the ball then move to the open corner. Speed up as you get better. <p>Cool Down:</p> <ul style="list-style-type: none">• Try to keep the ball in the air as long as possible, using feet knees shoulder and head. <p>LA – use one bounce between.</p>	<p>Footballs x 15 Bibs & Cones</p>
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<p>5</p> <p>DRIBBLING</p> <p>(FOOTBALL)</p>	<p>To work co-operatively with others in a team</p>	<p>Head a ball to target Shield ball Pass in motion to team mate around defender, to score</p>	<p>Warm up:</p> <ul style="list-style-type: none">• Dodge and Touch – Marking exercise, player ‘A’ moves on teachers signal, ‘B’ follows behind. ‘A’ tries to dodge and shake player ‘B’ off their trail. On signal they freeze, can player ‘B’ touch ‘A’? Change and Repeat.• One ball between two, one marker on each side pair facing each other. ‘A’ tries to dribble and dodge with ball to touch a line while ‘B’ follows motions. <p>Skill:</p> <ul style="list-style-type: none">• Teach heading – pair on either side of a line, player ‘A’ underhand throws a ball for ‘B’ to head back, do 5 and switch.• Now use ‘throw in’ technique, overhead feed from ‘A’ to ‘B’, ‘B’ must control using thigh and/or chest.• 10 second shielding activity, keeping body between player and the ball. ‘B’ can only tap or kick NO PUSHING! No use of hands.• Pairs ten paces apart each have a cone or line, ‘A’ dribbles towards ‘B’ and makes a move to get passed and score by stopping on the line or cone.• Join into groups of 4, inside square 3 on 1 piggy in the middle up to 6 passes then switch defender.• ‘A B & C’ run down grid in CHANNELS, passing and STAYING IN CHANNELS!! ‘D’ tries to intercept before the others score on the line. <p>Game:</p> <ul style="list-style-type: none">• ENDBALL- 4 v 4 - in a defined area trying to pass and score on opponent’s line, can make skittle nets. <p>Cool Down:</p> <ul style="list-style-type: none">• Ball each, practice dribble and shielding	<p>Footballs x 15</p> <p>Bibs & Cones</p>
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<p>6 BASKETBALL</p>	<p>1. To know and apply basic tactics and strategies for attacking play. 2. To observe and select information to evaluate their own and other's work</p>	<p>Mark and shadow player Choose scoring and rules for a game played successfully.</p>	<p>Warm up:</p> <ul style="list-style-type: none">• Stuck in Mud <p>Skill:</p> <ul style="list-style-type: none">• One ball between two. Short quick passes between both and always on the move. Try to always support partner giving a good target and signalling/calling.• Two groups join to form 4.<ul style="list-style-type: none">- 15-20 paces apart - A and D standing facing each other with B&C in the middle, C marks B and B tries to get open to take a pass from A. B must then pass along to D, practice shield and dribble.- D becomes passer and repeat, switch positions• 'A' is the thrower facing the line of 'BCD', 'A' passes to first in line (B) who then dribbles back to 'A'. 'B' moves to the back of the line and 'A' repeats pass with 'C+D'. Switch 'passer' after all have gone through.• In a triangle (two at first point) 'A' throws to 'B' who must catch and pass to 'C', 'C' then passes to 'D' at beginning (pass and follow to move to new point of triangle)• Same triangle but now 'D' attempts to intercept passes made by 'ABC'. Change defender after 6 passes.• Mark a scoring zone in your grid, 'D' defends zone, 'ABC' take turns trying to dribble in and score. Switch after three attempts. <p>Game: OVER THE ENDBALL- 4v4 – passing and advancing to score on opponent in grid, score by passing to team mate across opposing teams goal line.</p>	<p>Basketballs x 15 Bibs & Cones</p>
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<p style="text-align: center;">7</p> <p style="text-align: center;">THROWING</p>	<p>Make up an Aiming Game</p>	<p>Choose equipment appropriate Co-operate to make rules Play the game successfully</p>	<p>Warm Up:</p> <ul style="list-style-type: none"> STEP CHASE - like 'freeze' but adapted to Tagging, Students in tag belts. All run around and freeze on whistle. Taggers can take one step or hop to get close to a person in order to tag... tagger switches with tagged and repeat. <p>Skill:</p> <p style="padding-left: 40px;">Games in twos</p> <p>i) Ball, BB, or Quoit</p> <p>ii) Target made from 1, 2, 3 pieces of equipment.</p> <p>A) HOW DO YOU SCORE? Allow for plenty of time for discussion and walk around to listen... keep children on task. Observe game play when scoring has been figured.</p> <p>B) HOW CAN WE MAKE IT HARDER? Walking around giving suggestions and guidance to difficulty level.... Those who have the game mastered should develop it more</p> <p>C) CAN WE PLAY ON THE MOVE? Extension....</p> <p>Play Games: (10min) Select one or two of the best games to be shown to the class as model of success. Have children explain their games and how they came about making it.</p>	<p>Tag belts x 30</p> <p>Cones</p> <p>Balls</p> <p>Quoits</p> <p>Bean bags</p> <p>Hoops</p>
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Spiritual: <ul style="list-style-type: none">Gaining confidence through performance which, in turn, raises self-esteem	Moral: <ul style="list-style-type: none">Participating in the right spirit – shaking hands with all of the opposition.Accepting the referees' decision.	Social: <ul style="list-style-type: none">In learning the skills of co-operating in pairs and small groups.
<ul style="list-style-type: none">Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman.Enable pupils to develop their self-knowledge, self-esteem and self-confidence.Show respect for one another and other faiths.		

AUTUMN 2

RUGBY Scheme of work

- Team games are learnt typically in a non-linear way with a dynamic environment creating the opportunity to work on lots of skills at the same time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to developing their own self organisational skills.
- For year 3 there are 5 key skills: Throwing (passing), Catching, Running, Evading, Support

Lesson	Completed by:	Comments:
1 - Tag Rugby Competition		



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2 - Catching & Passing		
3 - Catching & Passing		
4 - Evasion		
5 - Mini Tournament		
6 - Support Play		
7 - Team Attack		
8 - Tournament		

Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
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<p style="text-align: center;">1</p> <p style="text-align: center;">TAG RUGBY COMPETITION</p>	<ol style="list-style-type: none"> 1. Assess skills of the Group 2. To gain understanding of the rules of tag rugby through game play. 3. To develop passing, running and catching skills, decision making 4. To understand how to score tries and play as a team 5. To practice passing and catching in a competitive environment 	<p>All: Take part in competitive matches</p> <p>Most: Understand principle of passing backwards</p> <p>Some: Are able to attack effectively by evading defenders</p>	<ul style="list-style-type: none"> • Warm up – Scarecrow Tag • ‘Top Tagger’ • Shark Attack/Bulldog • General Ball Skills, catch, pass tag • 4v4 or 5v5 games <p>MA work with MA LA work with LA</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>
<p style="text-align: center;">2&3</p> <p style="text-align: center;">CATCHING & PASSING</p>	<ol style="list-style-type: none"> 1. Develop catching, passing and decision making skills 2. Looking at different types of pass 3. To discover more efficient methods of throwing and catching the ball 4. To make good decisions about when and who to pass to 	<p>All: Be able to pass the ball accurately to a team mate when stood still</p> <p>Most: Pass the ball accurately when moving</p> <p>Some: Are able to make the right type of pass for any particular situation.</p>	<ul style="list-style-type: none"> • Warm Up – fun game • Running End ball • Overload Games 6 v 3/4 • 5/10 Pass game • Tag matches 4 v 4 or 5 v 5 <p>LA – Static passing and receiving MA – One handed catching and passing</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>



<p style="text-align: center;">4</p> <p style="text-align: center;">EVASION</p>	<ol style="list-style-type: none"> 1. To discover methods of beating a defender and solutions if attacker is tagged 2. To understand principles of defending 3. Balanced running 4. To try and get defender to lose their balance 5. Defenders to watch hips not ball 6. Defenders must learn to take the space 7. Supporting the ball carrier 	<p>All: Can run forward with the ball avoiding stationary defenders</p> <p>Most: Can go forward into space avoiding moving defenders</p> <p>Some: Are able to go forward into space utilising a range of evasive techniques such as sidestep, swerve, dummy</p>	<ul style="list-style-type: none"> • Warm Up – Stuck in mud • 1 v 1 with different constraints e.g. width of channel • 2 v 1 • 3 v1 Box drills <p>LA - Make sure lots of space to beat defender. Break down into 1 v 1 skills</p> <p>MA – 1 v 2, reduce space, make more game related.</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">MINI TOURNAMENT</p>	<ol style="list-style-type: none"> 1. Application of skills within game based environments 	<p>All: To understand the principles of the game in both attack and defence</p> <p>Most: Be able to make some good decisions during game play</p> <p>Some: To be able to play a game and consistently make good decisions and execute them</p>	<ul style="list-style-type: none"> • Teams carry out independent warm ups • Offer guidance on stages required • 5 v 5 games on varying size pitches aimed at creating decisions that make attackers practice all of the above skills such as decision making, beating a defender, passing, supporting the ball carrier, running onto the ball <p>LA – Work together in SSG MA –Work together in SSG</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>



<p style="text-align: center;">6</p> <p style="text-align: center;">SUPPORT PLAY</p>	<ol style="list-style-type: none"> To introduce principle of support (following) To get players to perceive where they need to be to run onto the ball. 	<p>All: Can follow the person in front with the ball in a straight line</p> <p>Most: Can follow team mates in a narrow channel supporting effectively</p> <p>Some: Are able to support effectively in numerous scenario's</p>	<ul style="list-style-type: none"> Warm up –Bees and Wasps with passing Train Game Follow my leader 5 v 5 games 6 v 4 overload Any Direction Touch Follow the person with the ball Receive the ball on the move not stationary Change direction to outwit defence Recognising where to support <p>LA – Get players to hold onto person in front. MA – Get players to try to lose the train.</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">TEAM ATTACK</p>	<ol style="list-style-type: none"> Recognising where the space is Attacking Space or transfer the ball to space Recognising what their own particular strengths are within a team 	<p>All: To understand principles of attacking into space</p> <p>Most: Understand make reasonable decisions in relation to the game and their own capabilities in attack</p> <p>Some: To make good decisions in relation to the game and their own capabilities</p>	<ul style="list-style-type: none"> Warm Up Turn around attack Kick Out 6 v 4 5v 3 Make good decisions when confronted with a dynamic game environment <p>LA – Increase number of attackers relative to defence MA – Reduce Space, and increase number of defenders</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>



<p>8</p> <p>TOURNAMENT</p>	<p>1. Application of skills within game based environments</p>	<p>All: To understand the principles of the game in both attack and defence</p> <p>Most: Be able to make some good decisions during game play</p> <p>Some: To be able to play a game and consistently make good decisions and execute them</p>	<ul style="list-style-type: none"> Teams carry out independent warm ups Offer guidance on stages required 5 v 5 games on varying size pitches aimed at creating decisions that make attackers practice all of the above skills such as decision making, beating a defender, passing, supporting the ball carrier, running onto the ball <p>LA – Work together in SSG MA –Work together in SSG</p>	<p>10 x Balls, Cones, 30 x Tag Belts, Whistles, Bibs.</p>
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Learning across the curriculum: Spiritual, Moral, Social and Cultural Opportunities (where appropriate)

<p>Spiritual:</p> <ul style="list-style-type: none"> Inner knowledge of where they fit in. 	<p>Moral:</p> <ul style="list-style-type: none"> Understanding that some pupils may not be as consistent when playing Rugby. Abiding by the rules of the game. 	<p>Social:</p> <ul style="list-style-type: none"> In team work and tactical positional play. 	<p>Cultural :</p> <ul style="list-style-type: none"> Identify where, when and who plays Rugby
<ul style="list-style-type: none"> Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman. Enable pupils to develop their self-knowledge, self-esteem and self-confidence. Show respect for one another and other faiths. 			



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SPRING 1

FOOTBALL Scheme of work

- Team games are learnt typically in a non- linear way with a dynamic environment creating the opportunity to work on lots of skills at the same time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to developing their own self organisational skills.

Lesson	Completed by:	Comments:
1 - Movement with ball		
2 - Passing		



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3 - "To Me - To You"		
4 - Mini Tournament		
5 - Dribbling		
6 - Defending		

Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
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1

MOVEMENT WITH THE BALL

1. Assess skills of the group
2. To develop comfort on the ball using both feet

All:
Dribble with the ball under control with one foot

Most:
Dribble using both feet and change direction

Some:
Dribble with confidence and speed

- All in big square with ball each:
- Pupils dribble to the line and perform:
- 'Cruyff turn'
- 'Drag' with outside of foot
- 'Back Heel' and trap on line
- Pupils dribble and perform:
- 'Drop of the shoulder' go other way
- 'Scissors'
- double scissors/drag overs

"Cruyff Turn"

- Approach line in balanced position
- Drag ball back with inside of foot and quickly change direction and accelerate

"Drop of Shoulder"

- Drop shoulder and take ball that way with outside of foot

"Scissors trick"

- push ball out in front of body
- draw a circle with foot around ball
- change body weight
- drop opposite shoulder and with opposite foot and drag ball past opponent

"Drag over"

- roll over ball with studs of one foot from that side towards the other side
- Play 5 v 5 games with small goals – must dribble ball to score

Footballs x 25,
Bibs & Cones

All players
must have
shin pads



			<ul style="list-style-type: none">No goal keepers <p>Everyone must touch the ball before scoring Limit number of touches Limit height of ball</p>	
<p>2</p> <p>PASSING</p>	<ol style="list-style-type: none">To vary distance and style of passingTo increase accuracy of pass	<p>All: Attempt to pass with dominant foot over a short distance</p> <p>Most: Pass accurately with dominant foot unopposed</p> <p>Some: Pass using both feet making good early decisions</p>	<p>Starter - In pairs, work on touches and control over a 5m distance</p> <ul style="list-style-type: none">Pass the ball to partner over 10 m and increase the intensity of passing. (Use both feet)In pairs - pass the ball on the move down a 10m channel.3 v 1 – Keeping possession3 V 3 GAME - with small goals – no dribbling allowed <p>Everyone must touch the ball Limit number of touches Limit height of ball</p>	<p>Football x 25, Bibs & Cones</p> <p>All players must have shin pads</p>



<p style="text-align: center;">3</p> <p style="text-align: center;">“To Me – To You”</p>	<p>Receiving & releasing in tight spaces</p> <p>2. To learn receive the ball when under pressure and make good decisions when distributing to a partner</p>	<p>All: Receive the ball with control in isolation</p> <p>Most: Receive the ball with control when under ‘some’ applied pressure</p> <p>Some: Use the first touch to move ball into a pre scanned space and distribute away from pressure</p>	<ul style="list-style-type: none"> • End-ball Game – 3 v 3 • In 4’s in a 5 x 5m square the pupils pass up, across, down, across, and up • Vary passing direction Pupils must control ball away from body and pass Add a defender Use opposite / non dominant foot • 3 v 1 keeping possession • Football Tennis – Two groups with a few balls – aim to pass the ball past the opponent’s line whilst other team are trying to stop them from going over. • 3 v 3 game with small goals. 	<p>Football x 25, Bibs & Cones</p> <p>All players must have shin pads</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">MINI TOURNAMENT</p>	<p>To consolidate learning by competing in small sided tournament</p>		<ul style="list-style-type: none"> • Set up two – three matches, based on ability and balance of the teams. Max of 6 a side, can hopefully stretch to three matches dependent on absences. • Go through a simple warm up pre match, give pupils opportunity to organise team, play a mini 3v3 to warm up. • Split match into thirds or quarters to give teacher time to feedback to teams and make substitutions. 	<p>Football x 25, Bibs & Cones</p> <p>All players must have shin pads</p>



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5

DRIBBLING

Retaining & running with the ball

1. To apply movement skills with the ball and utilise space in front

All:
Attempt to keep the ball under control with first touch moving forward

Most:
Use both feet to change direction with first touch and eliminate a player

Some:
Create passing or goal scoring opportunities with first touch

Big area:

A passes to B who dribbles ball trying to get passed A using the skills. If they get passed opponent to line = 1 pt., if opponent tackles = 1pt

ATT now uses imagination to get passed DEF.
add a goal for attacker to shoot through when they have beaten attacker

A passes the ball to B and adds 50% of pressure onto A who must dribble ball through two gates

- Everyone on their own in grid trying to maintain their possession of their ball whilst others try to relieve of possession
- Play 5 v 5 games with small goals – must dribble ball to score

Increase/Decrease size of grid

Pupils begin on – allowed to kick ball out

When kicked out they are out till next game. They remain on side and can kick out stray balls

Join in when ball is kicked out

Add forfeit when ball is kicked out e.g. Dribble in another grid where there is no tacklers

Footballs x 25,
Bibs & Cones

All players must have shin pads



<p>6</p> <p>DEFENDING</p>	<p>3. To develop technique of 1v1 defending skills</p>	<p>All: Win possession with success when player is close to them at slow speed</p> <p>Most: Stay mobile with a ball carrier and make good decision of when to tackle.</p> <p>Some: Close down space of the ball carrier and initiate a tackle confidently</p>	<ul style="list-style-type: none"> • Dribble control game with defenders tackling. Change area depending on ability, smaller makes it harder. • 'A' passes to 'B' who keep the possession for 15 – 30 seconds • 'A' follows 'B' and positions themselves goal side • Play 7 v 7 games with small goals • In pairs 'A' dribbles the ball towards 'B' who uses a block tackle to gain control of the ball. Then 'A' becomes the tackler. They then increase the pace • 2 grids – 'A' tries to get past 'B' by using a trick/drop shoulder/dummy • Dribble towards partner and pass ball past partner, sprint past them / scissor trick • Possession game. 5 v5 in 10 x 10 m area. Give them a number each and when there no. comes up they must enter the opponents grid and try to intercept the ball <p>Dec/Inc. area size, Limit touches, When possession is lost those who lost it become defenders, Target number of passes before lose possession</p>	<p>Football x 25, Bibs & Cones</p> <p>All players must have shin pads</p>
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Learning across the curriculum: Spiritual, Moral, Social and Cultural Opportunities (where appropriate)

<p>Spiritual:</p> <ul style="list-style-type: none"> • Gaining confidence through performance which, in turn, raises self-esteem 	<p>Moral:</p> <ul style="list-style-type: none"> • Playing the game in the right spirit – shaking hands with all of the opposition. • Accepting decisions. 	<p>Social:</p> <ul style="list-style-type: none"> • In learning the skills of co-operating in pairs and small groups. 	<p>Cultural :</p> <ul style="list-style-type: none"> • Introduce the aspect of when football was first introduced into this country and by who.
<ul style="list-style-type: none"> • Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman. • Enable pupils to develop their self-knowledge, self-esteem and self-confidence. 			



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BASKETBALL Scheme of work

- Team games are learnt typically in a non- linear way with a dynamic environment creating the opportunity to work on lots of skills at the same time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to developing their own self organisational skills.

Lesson	Completed by:	Comments:
1 - Dribbling		
2 - Passing		
3 - Shooting		
4 - Pivot		
5 - Speed		
6 - Tournament		



Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
<p style="text-align: center;">1</p> <p style="text-align: center;">DRIBBLING</p>	<ol style="list-style-type: none"> 1. Perform dribbling skills with accuracy, confidence and control 2. Begin to understand rules relating to dribbling – illegal dribble, double dribble 3. Practise a jump stop 	<p>All: Can stop and catch a ball with basic control</p> <p>Most: Can control and catch a ball with movement</p> <p>Some: Can control and catch a ball & accurately pass whilst moving (L4)</p>	<p>Warm Up: Tag related warm-up game. A modification of “stuck in the mud” Allow 2-3 mins to experiment with the basketball. Have them working in pairs in a large area dribbling and passing. This will allow a period to assess group ability and where to pitch the lesson.</p> <p>Dribbling the ball (diamond): Split into four even groups and place a team on each corner of a 20 x 20m grid. Diamond in the middle of grid. Front person, on opposite corners dribbles to centre of grid and then turns and dribble to corner on the right hand side.</p> <p>Introduce 4 balls at a time HA pass to partner from centre of grid HA can only dribble with ‘wrong’ hand</p> <p>Ensure correct technique when dribbling:</p> <ul style="list-style-type: none"> - Finger tips not palms - Not bouncing the ball too high (waist height is perfect). <p>Main game: END ZONE dribbling game. Add two end zones to the area and play mini 3v3 games. In order to score a point players must dribble the ball into the end zone. There is no tackling at this point in the basketball lessons. If a team scores a point the ball goes to the other team.</p> <p>Cool down: Running as fast as they can around the space and as teacher counts down from 10-1 they must get slower and slower until they are walking very slowly. Explain importance of warm down as they continue to grow and get older.</p>	<p>Basketballs x 20 Cones Bibs.</p> <p>Look for HA to demonstrate.</p> <p>Look for demonstrations of key skills</p>



<p style="text-align: center;">2</p> <p style="text-align: center;">PASSING</p>	<p>1. Perform dribbling and passing skills with accuracy, confidence and control.</p> <p>2. Practise shooting skills</p>	<p>All: Can pass a ball with some accuracy when under little/no pressure</p> <p>Most: Can select recognise when to use bounce/chest pass to evade defender</p> <p>Some: Can dribble and pass the ball with accuracy, confidence and control when under increasing pressure</p>	<p>Warm-up: Big circle of students - attempt to pass multiple balls around in the same direction. Increase distance of pass, increase number of balls</p> <p>Activity 1: Dribbling Dribbling in different directions – children all face same direction, each with a basketball. Teacher at front directs which way they move, e.g. forward, backwards, left, right. Start with verbal directions, but move on to non-verbal (actions or laminated cards) so that children have to be watching the teacher and not their ball. Let a pupil give the directions.</p> <p>Activity 2: Chest Pass Teach the chest pass and when it might be used</p> <ul style="list-style-type: none"> • step with dominant leg, both hands, ‘pop’ the ball, aim at chest • Practise in pairs • Play ‘Piggy in the Middle’ in 3s. Children choosing when is most appropriate to pass to avoid the defender. Discuss faking a pass. Remind children that they are not allowed to travel with the ball. Reinforce non-contact. <p>Activity 2: Bounce Pass Teach the bounce pass and when it might be used</p> <ul style="list-style-type: none"> • step with dominant leg, one hands, ‘push’ the ball, aim at floor in front of partner • Practise in pairs • Play ‘Piggy in the Middle’ in 3s. Discuss which pass is best & why. • <p>HA - Introduce dribbling + jockeying to give children decision making opportunities. Aim to complete 5 accurate passes, and then swap the person in the middle.</p> <p>Cool down - Free-throw shooting & stretch</p>	<p>Cones, bibs, balls x 20</p> <p>Self-assessment - how do the they think they’ve done?</p> <p>Peer-assessment can performers become coaches?</p>
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<p>3 SHOOTING</p>	<p>1. Perform dribbling, passing and shooting skills with accuracy, confidence and control.</p>	<p>All: Can participate in sending and receiving and understand the teaching points of a set shot</p> <p>Most: Can shoot with accuracy when under little/no pressure</p> <p>Some: Can confidently move with ball in opposed situations</p>	<p>Warm-up: Re-cap types of pass from previous lesson (<i>chest pass, bounce pass</i>). Use 6 balls and students must pass and move around an area. Discuss stages of a warm up</p> <p>Activity: Shooting Split class into teams, each facing a basket. Dribble to basket and shoot.</p> <p>Teaching points:</p> <ul style="list-style-type: none">• Bend knees, aim above ring into the square, follow through with arm(s)• Practise dribble – jump stop – shoot.• Challenge children in their teams – how many baskets can each team score in two minutes? <p>GAME: If 2 hoops available play 3v3 games, regular rotation of teams. If only 1 hoop available have 1 hoop and 1 end zone and rotate after each basket. Or use 1 basket and tell teams to dribble past half way to re-start game.</p> <p>Cool down – Question on why we cool down – implement a cool down</p>	<p>Balls x 20, bibs, cones</p> <p>Self-assessment How do they think they've done?</p> <p>Peer-assessment can students become coaches?</p>
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<p>4</p> <p>PIVOTING</p>	<ol style="list-style-type: none">1. Practise <i>pivoting</i>2. Perform <i>dribbling, passing</i> and <i>shooting</i> skills with accuracy, confidence and control.	<p>All: Can stop with control and execute a accurate pass to a partner</p> <p>Most: Can stop with control when under pressure and pivot in order to pass ball to a partner</p> <p>Some: Can dribble with intent, stop with control and pivot so that they are able to pass to a partner in a better position to continue attack.</p>	<p>Warm Up - Foxes and rabbits. Select two Foxes, Rabbits have a bib tucked into shorts. If tail is grabbed rabbit becomes a fox. Afl: Are you allowed to move with the ball in basketball? If so when? Are there times when you cannot move?</p> <p>Introduce the idea of pivoting. Explain that once you have stopped bouncing the ball you are not allowed to bounce it again (double dribble) - You must either pass to a team mate or "pivot". What do group think "PIVOTING" is? Check understanding here. Allow time to practice.</p> <p>Mini Game 3v2 Attack try to complete 5 accurate passes without being intercepted = 1 point Try to include at least one of each pass (bounce, chest, overhead). If an interception occurs or the ball leaves the area, defence = 1 point First to 5 points win.</p> <p>Dynamic stretching to cool down</p>	<p>Balls x 20, bibs, cones</p> <p>Self-assessment how do they think they've done?</p> <p>Peer-assessment can students become coaches?</p> <p>Peer assessment: Who was successful? Why?</p>
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<p>5 SPEED</p>	<p>1. Perform dribbling, passing and shooting skills with accuracy, confidence and control.</p>	<p>All: Can participate in sending and receiving and understand the teaching points of a set shot</p> <p>Most: Can take part in sending and receiving in conditioned games with increasing levels of accuracy and precision</p> <p>Some: Can begin to outwit a defender with a dummy/feint</p>	<p>Warm Up: Area 20x20 - follow instructions when dribbling the ball.</p> <p>Activity 1: Hot Potatoes Passing game to improve speed and accuracy. 3 teams of approx. 10 players, each team with an equal number of balls. Aim is to pass balls from start to end zone as fast as possible. Children will need to pass accurately and pivot to aim the next pass. Repeat but setting a new ball off after the previous ball reaches a certain point, e.g. the 5th person.</p> <p>Mini Tournament: Split into teams and play mini games. Ensure teams are evenly split. Can “jockey” but not snatch ball. Defence can still intercept or block.</p> <p>Cool Down: Dynamic stretches bring pulse rate down</p>	<p>Balls x 20, bibs, cones</p> <p>Self-assess how did they do in basketball – where has partner improved? – Why?</p>
<p>6 TOURNAMENT</p>	<p>1. Perform dribbling, passing and shooting skills with accuracy, confidence and control in a game situation.</p>	<p>SELF ASSESSMENT</p> <p>I can take part in sending and receiving (L1)</p> <p>I can take part in opposed conditioned games (L2)</p> <p>I can move with a ball (L3)</p> <p>I can move with a ball in opposed situations (L4)</p>	<p>Pulse-raising warm up game</p> <p>Mini-tournament Split into teams and play mini games. Ensure teams are evenly split and don’t allow ball steals. Defenders can “jockey” dribbler but cannot snatch ball. Defence can still intercept or block.</p> <p>Student led cool down in teams</p>	<p>Balls x 5, bibs, cones</p> <p>Check for misconceptions. Year 6 and possibly 5 could run warm ups, score or officiate games.</p>



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**Learning across the curriculum: Spiritual, Moral, Social and Cultural Opportunities
(where appropriate)**

Spiritual:

- Gaining confidence through performance which, in turn, raises self-esteem

Moral:

- Playing the game in the right spirit
- Shake hands with opponent
- Accepting the referees' decision.

Social:

- In learning the skills of co-operating in pairs and small groups.
- Evaluate the performance of others
- Comparison to elite performer

- Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Show respect for one another and other faiths.

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MMER 1
ROUNDERS Scheme of work

- Team games are learnt typically in a non- linear way with a dynamic environment creating the opportunity to work on lots of skills at the same time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to developing their own self organisational skills.

Lesson	Completed by:	Comments:
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1 - Bowling		
2 - Batting		
3 - Fielding		
4 - Game awareness		
5 - Rules of Rounders		
6 - Rules of Rounders		

Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
1 BOWLING	To throw and catch a ball accurately.	*throw accurately. *catch accurately. *recognise own strengths. *recognise strength of others. *identify areas of improvement.	Warm up: Emphasizing why we do them - Go through various forms of stretching, bending, turning, jogging on spot etc. Main - Throw and catch a tennis ball. <ul style="list-style-type: none"> • Demonstrate how to bowl underarm. • Long arm, 1 step, swing arm, let ball go when arm is long in front at waist height to aim at catcher's shoulder height. • To catch the ball – fingers together, let ball drop into it, bring into body. • Always have body behind the ball. 	40 tennis balls Cones



			<p>KEY VOCAB - Accuracy, body in line, catching, cupped hands, throwing, underarm.</p> <p>Skill: Pairs – feed ball to each other. Avoid high throwing, focus on follow through. Work with partner to complete 20 successful catches in a row.</p> <p>HA/LA – Change distance/limit number of hands to catch</p> <p>Plenary: Throw ball in air and clap as many times as poss. before catching it.</p>	
<p>2</p> <p>BATTING</p>	<p>To develop the consistency of throwing skills.</p> <p>To develop batting skills in Rounders.</p>	<p>Learn how to hold the bat properly.</p> <ul style="list-style-type: none"> *bowl underarm accurately, *act as backstop or fielder. *work as a team. *recognise strength of others. *identify areas of improvement. 	<p>Warm up: Pairs create own warm-ups from previous week. Choose a pair to demo their routine to whole class.</p> <p>Recap last lesson with control of throwing and catching ball. Remind throwing at waist high and underarm, cup hands to catch. Groups - take turns to throw at a target on wall – accuracy Groups of 5 Groups - throw at hoops on floor to test distance.</p> <p>HA/LA – change distance</p> <p>Main - Batting Demonstrate the teaching points of batting.</p> <ul style="list-style-type: none"> • Stand sideways, bring bat across the breakfast table and knock the tea pot off, or spread the butter on toast. Finish in position with bat low. <p>Skill Practise: Bat between 2 to practice swinging as demonstrated. Children play in 3's: One batter, one bowler, one fielder.</p>	<p>6 tennis balls 6 hoops. Cones 8 rackets and 8 bats. 8 tennis balls. Cones...</p>



			<p><i>Grip should be thumb and finger in a V shape. Hold bat just above waist.</i></p> <p>EXTENSION: If successful at throwing and catching, increase the distance between the 2 players.</p> <p>Plenary: Choose 2 groups of children to demonstrate their new skills. Discuss why they are good.</p>	
<p>3</p> <p>FIELDING</p>	<p>To develop range of fielding techniques.</p>	<p>*bowl and bat effectively. *field efficiently. *recognise strength of others. *identify areas of improvement.</p>	<p>Warm up: Mark areas of field N, S, E, W. Children run to direction requested by teacher. Last one to arrive is out.</p> <p>Recap last lesson of batting position. In 3s practice bowling, batting and fielding.</p> <p>Main - Fielding</p> <ul style="list-style-type: none"> • Groups of 6. Coned area for each group with a catcher. Take it in turns to run out to field a ball and throw it to the catcher. A point scored if caught. Change catcher. • Team A has to pass the ball around to each member and back to bowler while Team B has to run around the course. • Introduce the idea of bowler, batter, backstop and fielder. If fielder or backstop has the ball after the batter has/has not hit then it is to be thrown to the bowler. Batter to run to 1st base. <p>Skill Practice: Put students into positions and practise bowling, batting and catching the ball.</p> <p>EXTENSION: If successful then add person at 1st base.</p>	<p>4 hoops. 25 tennis balls. 8 rackets and 8 bats. Cones.</p>



			<p>Plenary: Choose 2 groups of children to demonstrate their new skills. Discuss their performance</p>	
<p>4 GAME AWARENESS</p>	<p>To develop the understanding of the rules of Rounders.</p>	<p>*bowl and bat effectively. *field efficiently. *direct the ball away from attackers when batting. *use tactics. *recognise strength of others. *identify areas of improvement.</p>	<p>Warm up - Here, There and Everywhere All students stand in the middle. Teacher says 'Here' and the students must run for right wall. Teacher says 'There', children swap direction and run for the other wall. 'Everywhere' the children must drop to the ground where they are. The last one to be on the ground has to do 5 star-jumps.</p> <p>Main - Develop fielding into a mini game</p> <ul style="list-style-type: none"> • Discuss the rules of the game of Rounders and explain positions • Introduce the idea of 1st base (if not done in lesson 3). If done then add 1st, 2nd, 3rd and 4th bases. • 4 teams, 2 games. Batter bats until they hit the ball and then they must run. <p>- take bat with you when you run. - can be stumped out at the base if you don't reach it in time. - can be caught out if the ball is caught.</p> <p>If fielder or backstop has the ball after the batter has/has not hit then it is to be thrown to the person on 1st base. Introduce the role of backstop - ball to 1st base before the runner gets there.</p>	<p>8 rackets and 8 bats. 4 tennis balls. Cones. Whistle.</p>



			<p>Skills Practice: Groups of 5: one batter, bowler, backstop, 1st base and fielder. Practise bowling, batting and fielding.</p> <p>Plenary: Groups think of a warm down and stretches. Run through rules while warming down.</p>	
<p>5 & 6</p>	<p>To develop the understanding of the rules of Rounders.</p>	<ul style="list-style-type: none"> *bowl and bat effectively. *field efficiently. *direct the ball away from attackers when batting. *use tactics. *recognise strength of others. *identify areas of improvement. 	<p>Warm up - 'Catching the rain' Get some children to scatter the 'Chinese hats' over a large area. Half should be the right way up, the other half upside down. Team A want to catch the rain in the upside down markers, so they must rush around, turning them all upside down. The other team (B) don't want to catch the rain so their mission is to turn them back the right way! Repeat and change teams over.</p> <ul style="list-style-type: none"> • Warm up arms and legs. • Remind students of the positions in the game and add in 3 strike rule. <p>Main - Develop knowledge of rules and scoring</p> <ul style="list-style-type: none"> • 4 teams, 2 games. - 3 strikes and out rule. - take bat with you when you run. - can be stumped out at the base if you don't reach it in time. - can be caught out if the ball is caught. • Introduce the idea of batting and running to 1st base to score a point. • Runner goes around the outside of 1st base. Must hold contact with 1st base if running no further. 	<p>8 rackets and 8 bats. 4 tennis balls. Cones. Whistle</p>



		<ul style="list-style-type: none"> Explain 'running out' rule – 1 person per base, next base must be clear for person to run to – otherwise person running is out. <p>Skills Practice: Split into 8 teams. Play a basic game. Batter, bowler, backstop, 1st base and 4 fielders. EXTENSION: Introduce idea of batting and running beyond 1st base to score points. Must hold contact on base if running no further. Batter, bowler, backstop, 1st-4th bases and 1 fielder. Who can get round most posts without getting out? – Point for each post – but if run out = ZERO</p> <p>Plenary: Discuss how to make teams work better. Scoring – not running a team member out & Fielding accuracy – where to throw to.</p>	
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**Learning across the curriculum: Spiritual, Moral, Social and Cultural Opportunities
(where appropriate)**

<p>Spiritual:</p> <ul style="list-style-type: none"> Gaining confidence through performance which, in turn, raises self-esteem 	<p>Moral:</p> <ul style="list-style-type: none"> Participating in the right spirit. Accepting that cannot score every time. No cheating 	<p>Social:</p> <ul style="list-style-type: none"> Praise Ability to accept positive criticism Recognise how and when to implement tactics appropriately. DO NOT GIVE UP
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- Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Show respect for one another and other faiths.



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UMMER 2

ATHLETICS Scheme of work

- Athletic activities are learnt typically in a linear way, with an environment that offers the opportunity to focus on one particular skill at a time.
- The focus should be on creating a learning environment that helps to enhance the perception-action coupling and also help pupils to push the accepted boundaries on the track/field.

Lesson	Completed by:	Comments:
1 - Usain Bolt SPRINTING		
2 - Mo Farah ENDURANCE		
3 - Greg Rutherford JUMPING		
4 - HELENA SAMUELSSON Throwing (distance)		
5 - GOLDIE SAYERS Throwing (accuracy)		
6 - Practice		
7 - Olympics		



Week	Lesson Objective	Success Criteria	Planned activity, including: Key Vocabulary Differentiation	Resources
1 USAIN BOLT 100M	<ol style="list-style-type: none"> Students recognise techniques used during 100m Improve 100m time Can identify key attributes of a sprinter 	<p>All: Will complete a 100m sprint and evaluate why Usain Bolt is so quick</p> <p>Most: Will be able to implement correct sprinting techniques to their 2nd attempt</p> <p>Some: Will run 100m using the techniques of keeping straight up and pumping arms to improve 100m time</p>	<p>Warm Up: Volcanoes and Craters (Cones) 2 teams - turn Volcanoes into Craters and Craters into Volcanoes (2 mins). Team with most volcanoes or craters wins. <i>Alter distance btw cones, change time, inc/dec the number of cones</i> Model stretches to the class.</p> <p>Main Activity: Show pic of Usain Bolt. Who is this? Why famous? Explain achievements. What skills does he need? Explain we'll look at different Athlete each week.</p> <p>Demo technique - keep upright, arms pumping. Split class in half. Half runs down playground, half watches technique. Swap over. Repeat using advice from others to improve. Differentiation by outcome and support. Children to work in equal mixed ability teams.</p> <p>Cool Down: Groups complete a relay btw cones, passing an object as baton. Then slowly walk around a given perimeter for a cool down.</p>	<p>Small Cones Timer Cone for marked area Bibs for team colours Something to use as a baton</p>
2 MO FARAH	I can develop a sprinting and endurance running technique.	<p>All: Able to run for a continuous period at a steady pace.</p> <p>Most: Able to understand the difference between a sprint and endurance run.</p> <p>Some:</p>	<p>Warm Up – 'Smugglers' Scatter hoops around area. Split the class in half - smugglers or 'goodies'. The goodies have a 30 second head start to place bean bags in corresponding coloured hoop. On blow of whistle, smugglers 'steal' bean bags from their correct hoops and place them incorrectly. The 'goodies' have to keep going to try and remedy the problem. Encourage children to consider the pace in which they run at.</p> <p>Lead stretches.</p>	<p>Big Hoops Timer Whistle Bean Bags Mats/Cones for marked area Trundle Wheel to measure 100ms</p>



		<p>Recognise the benefit of speed maintenance during run.</p>	<p>Main Activity:</p> <ul style="list-style-type: none"> Recap on techniques in sprinting. Introduce two different types of running, sprint and long distance. What is the difference between the two? Show 200m on playground- this is still a sprint. Explain need for starting slower than last time then speeding up. Split class in half; half watches and feeds back on techniques. Swap over. Explain 800m is 4 lots of what they've just done. How should we run this? Elicit a slower steadier pace. Whole class run round playground once. How do they feel? Could they go round again? Discuss endurance is needed. <p>Cool Down:</p> <p>All run around... shout FREEZE... choose a child to be 'it'. They must go around and collect another child as if they are a train (they do this while walking). Then when they have collected everyone, it's best to work on flexibility after your walk, when muscles are the most warm and pliable.</p>	
<p>3</p> <p>GREG RUTHERFORD</p>	<p>I know the different ways of jumping. I can jump for height and distance.</p>	<p>All: Able to perform a one footed jump to two footed landing.</p> <p>Most: Able to perform a range of jumps.</p> <p>Some: Explain why jump is most effective for distance and perform this in a long jump or triple jump style.</p>	<p>Warm Up – Sharks</p> <p>Walk/jog and when the teacher shouts "The Sharks are coming", the children shout "How many?". The teacher then shouts out a number and the children must get into groups of the number shouted. The children who are left out, are out! You can try and catch the children out by shouting "1". Encourage children to think about their communication skills. Encourage children to think about endurance skills.</p> <p>When 'out' – perform a range of stretches.</p> <p>Main Activity: Jumping for height.</p> <ul style="list-style-type: none"> Set out an area with obstacles to jump over (specify direction of travel) Can work individually or in groups of 2/4 - walk, run or jog around area. When the teacher calls out 'Jump' children jump. May wish to use different types of jump, e.g. one footed (to the same or opposite foot or both feet), two footed (to one foot or two feet), Ensure 	<p>Tape/Chalk to mark out lines (or use lines on field)</p> <p>Flat rubber discs</p> <p>Plastic canes</p> <p>Plastic hurdles</p> <p>Safety markers</p> <p>Whistle</p> <p>Cones for marking stream</p>



			<p>children think about how to land safely, e.g. landing with knees over toes, not collapsing and landing with a deep knee bend.</p> <ul style="list-style-type: none"> • Jump the stream. Make an area to signify the stream - Try to jump across. The width of the stream can vary from narrow to wide. Mats, chalked or taped squares can also be used as stepping stones. Ensure children keep their head up and body straight. Ensure they take off and land with a flat foot. Use arms actively but swinging naturally in the opposite way to the legs. Jump continuously. Combine this with hop, step, and jump for triple jump. <p>Cool Down: Ensure children stretch out correctly as they will have used different muscles due to jumping activities.</p>	
<p>4</p> <p>HELENA SAMUELSSON</p>	<p>I can identify the best throwing action to achieve distance. I can throw for distance.</p>	<p>All: Able to throw an object with a push and a pull style.</p> <p>Bronze Medal = Throw 5m</p> <p>Most: Able to choose the correct throwing action to achieve distance.</p> <p>Silver Medal = Throw 10m</p> <p>Some: Throw a javelin/quoit using the correct technique</p> <p>Gold Medal = Throw 15m+</p>	<p>Warm Up: Volcanoes and Craters (Cones)</p> <p>Main Activity: Clean the playground.</p> <ul style="list-style-type: none"> • Mark out an area and place a net or rope across the middle. Divide the children into two teams. • Children should discuss how to spread out and cover the area. • Soft throwing implements are then placed in one half of the area. On the signal from the teacher, children throw their 'rubbish' into the other teams area. • Play for one minute. The group with the least number of implements wins. • Introduce scoring for the longest throws if needed. Ensure children consider the different throws (push, pull, sling and heave.) <p>Throwing for distance</p> <ul style="list-style-type: none"> • Mark out throwing area (highlight 2, 5 & 10m) • Score points for each throw. Measure the longest throw from each person/team. Try a variety of throws. Discuss which is most effective. 	<p>Small Cones Timer Tennis Net Range of bean bags/soft balls etc. Quoit's</p>



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			<p>Cool Down: Children to practice the quiet throw. Ensure they focus on their technique. Children to play trains to cool down. Join in trains of six and slowly to cool down around the field.</p>	
<p>5 GOLDIE SAYERS</p>	<p>I can identify the best throwing action to achieve accuracy. I can throw accurately.</p>	<p>All: Able to throw an object with a push and a pull style.</p> <p>Most: Able to choose the correct throwing action to achieve height.</p> <p>Some: Throw a javelin using the correct technique.</p>	<p>Warm Up – Collect Bean Bag Teams of 4 - Place bean bags in a box or in coloured hoops on ground. '1' collects a bag and returns, running around a cone behind their team and placing bean bag on the ground. '2' goes when '1' returns. Repeat until all collected. First team back = winner Children may wish to think about planning the order in which they run.</p> <p>Main Activity: Demo technique for javelin- straight arm, lean back with arm back, point after throwing. Split class into groups and complete generic javelin lesson. FOCUS ON SAFETY POINTS.</p> <p>Cool Down: Teams complete a personalised cool down</p>	<p>Bean Bags Cones Soft Javelins</p>



<p>6</p> <p>OLYMPICS</p>	<p><i>I can perform a range of athletic activities with the correct technique.</i></p>	<p>All, Most, Some: Able to perform a range of athletic activities with the correct technique.</p>	<p>Main Activity: Set up a circuit style of athletics activities for the children to practice their new found skills.</p> <ol style="list-style-type: none"> 1) Introduce children to hurdles. Demo jumping over them. 2) 800m 3) Javelin 4) 100m 5) Shot Put with bean bags. 6) Long Jump 7) Relay <p>Cool Down: Children to play trains to cool down. Join in trains of six and slowly to cool down around the field.</p>	<p>Big Hoops Timer Whistle Bean Bags Javelins Trundle Wheel Small Cones Quoits</p>
<p>7</p> <p>MINI OLYMPICS</p>	<p><i>I can perform as part of a team whilst supporting others to achieve their best</i></p>		<p>Students are split into countries. Compete across a range of events Students select their event (min 2, max 3) and perform for points/medals.</p> <p>Events</p> <ol style="list-style-type: none"> 1) 800m 2) Hurdles 3) Javelin 4) 100m 5) Shot Put with bean bags. 6) Long Jump 7) Relay <p>Country with most points at end wins</p>	<p>Big Hoops Timer Whistle Bean Bags Javelins Trundle Wheel Small Cones Quoits</p> <p>RECORD SHEETS</p>



Southam
College

**Learning across the curriculum: Spiritual, Moral, Social and Cultural Opportunities
(where appropriate)**

Spiritual:

- Gaining confidence through performance which, in turn, raises self-esteem

Moral:

- Participating in the right spirit.
- Accepting that everyone's Personal Best will be different...

Social:

- Praise
- Ability to accept positive criticism
- Push accepted boundaries
- DO NOT GIVE UP

- Aspects of the SMSCD principles are actively promoted in PE in a variety of ways including: collaborative working, respectful self-assessment, learning about other dispositions towards sport and looking at national sports, sharing resources and positive reinforcements of expected behaviours and being a good sportsman.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Show respect for one another and other faiths.