

EYFS

Gymnastics : Unit 1

Scheme of Work

Introduction

In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.

Key Skills

- Physical: shapes, balances, jumps, rocking, rolling, travel
- Social: work safely, collaboration, share and take turns
- Emotional: determination, confidence
- Thinking: comprehension, creativity, select and apply

Learning Objective

LESSON 1	Theme: rainforest animals To copy and create shapes with your body.
LESSON 2	Theme: woodland animals To be able to create shapes whilst on apparatus.
LESSON 3	Theme: lakeland animals To develop balancing and taking weight on different body parts.

LESSON 4	Theme: desert animals To develop jumping and landing safely.
LESSON 5	Theme: sea animals To develop rocking and rolling.
LESSON 6	Theme: pet animals To copy and create short sequences by linking actions together.

Assessment Criteria

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to take turns.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I can match skills to tasks and apparatus.

- I can use a range of large and small apparatus with an awareness of safety.
- I follow instructions with support.

RECEPTION

- I am confident to try new challenges.
- I can combine movements, selecting actions in response to the task and apparatus.
- I can confidently and safely use a range of large and small apparatus.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I work co-operatively with others and take turns.

Links to the National Curriculum

MATHS

- Counting
- Use of direction
- Creating shapes

COMMUNICATION AND LANGUAGE

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Contribute to class discussion
- Answer questions to clarify learning

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Take turns with a partner
- Listen to and follow instructions

UNDERSTANDING THE WORLD

- Make observations different groups of animals, their actions and habitats

EXPRESSIVE ARTS AND DESIGN

- Share ideas through movement

Healthy Participation

Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines.

This unit will develop balance, co-ordination, flexibility and strength.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

EYFS

Dance : Unit 1

Scheme of Work

Introduction

In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.

Key Skills

- Physical: actions, dynamics, space
- Social: work safely, respect, collaboration
- Emotional: independence, confidence
- Thinking: select and apply actions, creativity, exploration, recall, provide feedback

Learning Objective

LESSON 1	Theme: head, shoulders, knees and toes To explore different body parts and how they move.
LESSON 2	Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.
LESSON 3	Theme: transport To express and communicate ideas through movement exploring directions and levels.

LESSON 4	Theme: transport To create movements and adapt and perform simple dance patterns.
LESSON 5	Theme: morning routine To copy and repeat actions showing confidence and imagination.
LESSON 6	Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions.

Assessment Criteria

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.

- I show respect towards others.

RECEPTION, YEAR 2

- I am confident to try new challenges and perform in front of others.
- I can combine movements fluently, selecting actions in response to the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I show respect towards others when providing feedback.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.

Links to the National Curriculum

LITERACY

- Create actions for words
- Use and understand vocabulary from resources

MATHS

- Counting

- Use of directions

COMMUNICATION AND LANGUAGE

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Answer questions to clarify learning
- Contribute to class discussion

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Work with a partner and small group
- Listen to and follow instructions

UNDERSTANDING THE WORLD

- Learn about morning routine
- Learn different modes of transport

EXPRESSIVE ARTS AND DESIGN

- Share ideas through movement

Healthy Participation

Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this.

This unit will develop balance, co-ordination, flexibility and stamina.

If children enjoy this activity, signpost them to local opportunities.

Encourage children to find home learning relevant to this unit on the Knowledge Organiser.

EYFS

Gymnastics : Unit 2

Scheme of Work

Introduction

In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.

Key Skills

- Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
- Social: work safely, collaboration, share and take turns, support others
- Emotional: determination, confidence
- Thinking: comprehension, creativity, select and apply

Learning Objective

LESSON 1	Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.
LESSON 2	Theme: Jack and the Beanstalk To develop balancing and safely using apparatus.
LESSON 3	Theme: Jack and the Beanstalk To develop jumping and landing safely from a height.

LESSON 4	Theme: Goldilocks and the Three Bears To develop rocking and rolling.
LESSON 5	Theme: Goldilocks and the Three Bears To explore travelling around, over and through apparatus.
LESSON 6	Theme: Goldilocks and the Three Bears To create sequences using apparatus.

Assessment Criteria

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to take turns.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I can match skills to tasks and apparatus.

- I can use a range of large and small apparatus with an awareness of safety.
- I follow instructions with support.

RECEPTION

- I am confident to try new challenges.
- I can combine movements, selecting actions in response to the task and apparatus.
- I can confidently and safely use a range of large and small apparatus.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I work co-operatively with others and take turns.

Links to the National Curriculum

LITERACY

- Create actions for words
- Use and understand stories

MATHS

- Counting
- Use of direction
- Create shapes

COMMUNICATION AND LANGUAGE

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Contribute to class discussion
- Answer questions to clarify learning

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Work with a partner and group
- Listen to and follow instructions

UNDERSTANDING THE WORLD

- Use of stories to understand different people and environments

EXPRESSIVE ARTS AND DESIGN

- Share ideas through movement

Healthy Participation

Pupils should be bare foot. Teachers should deliver what they feel confident and competent to and additional professional learning is advised as pupil skill level and challenge increases. Refer to Awesome Stuff for further safety guidelines.

This unit will develop balance, co-ordination, flexibility and strength.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

EYFS

Dance : Unit 2

Scheme of Work

Introduction

In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.

Key Skills

- Physical: actions, dynamics, space
- Social: work safely, respect, collaboration
- Emotional: confidence, independence
- Thinking: comprehension, provide feedback, select and apply actions, creativity

Learning Objective

LESSON 1	Theme: at the seaside To copy, repeat and explore actions in response to a theme.
LESSON 2	Theme: under the sea To explore and remember actions considering level, shape and direction.
LESSON 3	Theme: at the fireworks display To explore movement using a prop with control and co-ordination.

LESSON 4	Theme: at the fireworks display To move with control and co-ordination, expressing ideas through movement.
LESSON 5	Theme: at the farm To remember and repeat actions moving in time with the music.
LESSON 6	Theme: at the farm To explore actions in response to a theme and begin to use counts.

Assessment Criteria

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.

- I show respect towards others.

RECEPTION

- I am confident to try new challenges and perform in front of others.
- I can combine movements, selecting actions in response to the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I show respect towards others when providing feedback.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.

Links to the National Curriculum

MATHS

- Counting
- Use of directions
- Creating shapes

COMMUNICATION AND LANGUAGE

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Answer questions to clarify learning
- Contribute to class discussion

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Work with a partner and small group
- Listen to and follow instructions

UNDERSTANDING THE WORLD

- Make observations different groups of animals, their actions and habitats

EXPRESSIVE ARTS AND DESIGN

- Share ideas through movement

Healthy Participation

Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this.

This unit will develop balance, co-ordination, flexibility and stamina.

If children enjoy this activity, signpost them to local opportunities.

Encourage children to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 2

Ball Skills

Scheme of Work

Introduction

In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills

- Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands
- Social: inclusion, communication, collaboration, leadership
- Emotional: independence, honesty, perseverance, determination
- Thinking: comprehension, select and apply skills, use tactics

Learning Objective

LESSON 1	To develop rolling a ball to hit a target.
LESSON 2	To stop a rolling ball.
LESSON 3	To dribble a ball with your feet.
LESSON 4	To develop kicking a ball.

LESSON 5	To develop throwing and catching.
LESSON 6	To develop dribbling a ball with your hands.

Assessment Criteria

YEAR 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Listening and following instructions
- Expressing ideas
- Communicating with others

MATHS

- Counting
- Keeping the score

SCIENCE

- Observing changes in the body and breathing after exercise

Healthy Participation

Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use.

This unit will develop agility, balance, co-ordination, speed and stamina.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 1

Invasion Games

Scheme of Work

Introduction

Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills

- Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed
- Social: supporting others, communication, co-operation, kindness
- Emotional: perseverance, confidence, honesty
- Thinking: comprehension, identifying strengths and areas for development, select and apply

Learning Objective

LESSON 1	To understand the role of defenders and attackers.
LESSON 2	To recognise who to pass to and why.

LESSON 3	To move towards goal with the ball.
LESSON 4	To support a teammate when playing in attack.
LESSON 5	To move into space showing an awareness of defenders.
LESSON 6	To stay with a player when defending.

Assessment Criteria

YEAR 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.

- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Listening to and following instructions
- Communication skills

MATHS

- Counting
- Estimating distances

Healthy Participation

Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones.

This unit will develop agility, balance, co-ordination, speed and stamina.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 3/4

Fundamentals Y3/4

Scheme of Work

Introduction

In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.

Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Key Skills

- Physical: balance, run, dodge, hop, jump, skip
- Social: respect, collaboration, support and encourage others
- Emotional: determination, perseverance, honesty
- Thinking: select and apply, observation, provide feedback, comprehension

Learning Objective

LESSON 1	To develop balancing and understand the importance of this skill.
LESSON 2	To develop technique when running at different speeds.

LESSON 3	To develop agility using a change of speed and direction.
LESSON 4	To develop technique and control when jumping, hopping and landing.
LESSON 5	To develop skipping with a rope.
LESSON 6	To apply fundamental skills to a variety of challenges.

Assessment Criteria

YEAR 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.

- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.

YEAR 4

- I can change direction quickly under pressure.
- I can explain what happens when I exercise.
- I can identify when I was successful and what I need to do to improve.
- I can link hopping and jumping actions with other fundamental skills.
- I can work with others to complete skipping challenges.
- I demonstrate good balance and control when performing other fundamental skills.
- I understand and can demonstrate how and when to speed up and slow down when running.

Links to the National Curriculum

MATHS

- Counting
- Measuring distances
- Understanding scales

ENGLISH

- Communicating with others
- Expressing ideas
- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Listening to and following instructions

SCIENCE

- Understanding changes to the body when exercising

Healthy Participation

Encourage pupils to move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use.

This unit will develop agility, balance, co-ordination, speed.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 3/4

Hockey

Scheme of Work

Introduction

Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in

combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills

- Physical: dribble, pass, receive, intercept, run, shoot
- Social: communication, collaboration, work safely, respect
- Emotional: honesty, perseverance, determination
- Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development

Learning Objective

LESSON 1	To develop sending and receiving the ball with accuracy and control.
LESSON 2	To develop the attacking skill of dribbling.

LESSON 3	To develop dribbling to beat a defender.
LESSON 4	To use defending skills to delay an opponent and gain possession.
LESSON 5	To apply attacking skills to move towards goal and find space.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.

- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

YEAR 4

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Understand and follow instructions.

- Communication skills

MATHS

- Addition
- Estimating distances

Healthy Participation

Teacher note: check with your school sports partnership for guidance on the use of shin pads and mouthguards in your area.

Ensure unused balls are stored safely. Sticks should not be lifted higher than waist height. Use Quiksticks, air flow or tennis balls.

This unit will develop agility, balance, co-ordination, speed and stamina.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 3

OAA

Scheme of Work

Introduction

OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.

This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.

Key Skills

- Physical: balance, co-ordination, run at speed, run over distance
- Social: communication, co-operation, inclusion, collaborate
- Emotional: determination, trust, confidence, honesty
- Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply

Learning Objective

LESSON 1	To develop co-operation and teamwork skills.
LESSON 2	To develop trust and teamwork.
LESSON 3	To involve all team members to work towards a shared goal.
LESSON 4	To develop trust whilst listening to others and following instructions.

LESSON 5	To be able to identify objects, draw and follow a simple map.
LESSON 6	To draw a route using directions, orientate a map and navigate around a grid.

Assessment Criteria

YEAR 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Understand and follow instructions
- Communication skills

MATHS

- Addition
- Order by height and size
- Read symbols

GEOGRAPHY

- Read maps to navigate a course
- Learn to orientate a map

Healthy Participation

Discuss the safety implications for each challenge set considering the space, equipment and pupils within it. Always ensure that pupils work safely and responsibly.

This unit will develop balance, co-ordination, speed and stamina.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 5/6

Yoga

Scheme of Work

Introduction

Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Key Skills

- Physical: balance, strength, flexibility, co-ordination
- Social: respect, co-operate leadership, communication, share ideas, work safely
- Emotional: focus, concentration, confidence, independence, determination
- Thinking: identify, create, select and apply actions, observe and provide feedback

Learning Objective

LESSON 1	To develop flexibility through the sun salutation flow.
LESSON 2	To develop strength through yoga flows.
LESSON 3	To create your own flow showing quality in control, balance and technique.
LESSON 4	To develop balance through yoga flows.

LESSON 5	To work collaboratively to create a controlled paired yoga flow.
LESSON 6	To create your own yoga flow that challenges technique, balance and control.

Assessment Criteria

YEAR 5

- I am confident to lead others through poses and flows.
- I can create a yoga flow working safely with a partner.
- I can identify how different activities can benefit my physical health.
- I can move with control from one pose to another demonstrating good balance.
- I can provide feedback to others using key terminology.
- I can use feedback provided to improve my work.
- I can use my breath to move from pose to pose.
- I show strength and flexibility whilst holding yoga poses.

YEAR 6

- I am confident to lead others, demonstrating poses and teaching them my flow.
- I can use feedback provided to improve the quality of my work.
- I can use my breath to transition from one pose to another with control.
- I can use yoga poses to improve my flexibility, strength and balance.
- I choose poses which link easily from one to the other to help my sequence flow.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Listening to and following instructions
- Communication skills

MATHS

- Counting

Healthy Participation

Use a safe, level surface using clean mats and bare feet to avoid slipping.

Teach pupils to listen to their bodies, be mindful not to over extend and stop if a pose is uncomfortable. Pupils should stretch slowly and breathe deeply, never force a pose.

This unit will develop balance, co-ordination, flexibility, strength.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

YEAR 5/6

Fitness

Scheme of Work

Introduction

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Key Skills

- Physical: agility, balance, co-ordination, speed, stamina, strength
- Social: support and encourage others, collaboration
- Emotional: perseverance, determination
- Thinking: observation, analysis, comprehension

Learning Objective

LESSON 1	To develop an awareness of what your body is able to do.
LESSON 2	To develop speed and stamina.

LESSON 3	To develop strength using my own body weight.
LESSON 4	To develop co-ordination.
LESSON 5	To develop agility.
LESSON 6	To develop balancing with control.

Assessment Criteria

YEAR 5

- I can analyse my fitness scores to identify areas for improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.

- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

YEAR 6

- I can change my running technique to adapt to different distances.
- I can collect, record and analyse scores to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.
- I encourage and motivate others to work to their best.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand the different components of fitness and ways to test and develop them.
- I work to my maximum consistently when presented with challenges.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Reading task cards and following instructions

MATHS

- Recording data on a record sheet
- Analysing data to discover areas that show the most improvement
- Using stopwatches to time a partner in fitness challenges
- Placing cones set distances apart

SCIENCE

- Understanding that humans have different components of fitness
- Exploring exercises to develop different areas of fitness
- Learning about muscles and what they are used for

Healthy Participation

Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.

This unit will develop agility, balance, co-ordination, speed, stamina, strength.

If pupils enjoy this activity, signpost them to local opportunities.

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.
