

*Sonning Common  
Primary School*

**POLICY  
STATEMENT  
ON  
PHYSICAL  
EDUCATION**

POLICY No. 10 Version 3  
Autumn 2001

## **AIMS**

The aims of Physical Education are to develop control, coordination and mastery of the body. Skills should be acquired by personal experience of movement that requires thought as well as effort and should include enjoyment.

The activities of Physical Education should enable children to:

- ❖ maintain and increase physical mobility and flexibility
- ❖ develop stamina and strength
- ❖ develop an understanding and appreciation of the forms and purposes of physical activities
- ❖ develop the capacity to express ideas in dance forms
- ❖ develop an appreciation of the concepts of fair play, honest competition and good sportsmanship
- ❖ develop an ability to appreciate shape and pattern in movement
- ❖ develop a capacity to maintain interest and to persevere to achieve success
- ❖ foster self-esteem through the acquisition of physical competence and poise
- ❖ develop an understanding of the importance of exercise in maintaining a healthy life.

## **SPECIFIC AIMS AND OBJECTIVES AT KEY STAGES ONE AND TWO**

### **Athletics**

The aim is to give children the opportunity to experience all aspects of running, throwing and jumping activities. All children at Key Stage 1 should have experiences which enable them to:

- ❖ practice running using the correct arm and leg
- ❖ action compete against other children of similar ability
- ❖ run in straight lanes

- ❖ understand the conventions governing the start and finish of a race
- ❖ play games which involve running
- ❖ take off in different ways to initiate a jump
- ❖ land correctly after jumping, absorbing all shock
- ❖ throw different sorts of sizes and shapes of balls, quoits and bean bags
- ❖ be challenged with different objectives such as distance, height and specific placing
- ❖ share and take care of apparatus and equipment

By the end of Key Stage 2, children should have had experiences which enable them to:

- ❖ practice and develop basic actions in short and long distance running, relays, throwing, long jump, triple jump and low-level hurdles
- ❖ measure and improve performance
- ❖ compete against each other in athletic activities of their own devising.

## **Dance**

The aim is to give children the opportunity to explore improvisation, spatial awareness, change of effort and musical interpretation.

All children at Key Stage 1 should have had experiences which enable them to:

- ❖ appreciate and use contrasts in speed, in effort and in spatial aspects e.g. quick/ slow, strong/light, wide/narrow, high/low
- ❖ appreciate and respond to contrasting sounds in music, percussion and words, and be able to react to simple rhythms
- ❖ convey through movement the elements contained in a story, and to express appropriate characteristics and moods e.g. animal movements
- ❖ perform individually, in pairs and as part of a large group
- ❖ be guided towards making dances with a clear beginning, middle and end
- ❖ improve their stamina, rhythm and fitness levels through aerobic exercise.

By the end of Key Stage 2, children should have had experiences which enable them to:

- ❖ respond physically to rhythms, moods, qualities in music, words and sounds
- ❖ develop and repeat phrases of movement in dance
- ❖ express simple ideas and feelings dearly, using a range of gestures and actions
- ❖ make dances involving improvisation, exploration, selection and refinement
- ❖ increase the range of complexity of body actions and stepping patterns
- ❖ enrich movements by varying shape, size, direction, level, speed, tension and continuity
- ❖ create simple character and narrative in movement
- ❖ improve their health, stamina and fitness levels through aerobic exercise.
- ❖ use props to initiate movement (eg a scarf - flowing sustained movement).

### **Games**

The aim is to encourage team games and the use of equipment. The children should be given the opportunity to gain skills with a bat and ball, catching and throwing and kicking, and to learn to follow rules and to work with other children.

All children at Key Stage 1 should have had experiences that enable them to:

- ❖ catch or receive objects, providing these are sent in such a way as to require simple judgments of speed and trajectory
- ❖ play simple games with, and alongside others and with simple rules of their own and the teacher's devising
- ❖ share and take care of equipment
- ❖ take part in problem-solving and decision-making within the games situation
- ❖ run, chase, dodge and change direction so that they become agile, alert and controlled in their use of space.
- ❖ improve aiming skills eg balls through hoops, rings on hooks.
- ❖ experience a 'circuit' with different ball and body skills.

By the end of Key Stage 2, children should have had experiences that enable them to:

- ❖ strike or propel a ball with reasonable accuracy by using different parts of the body and a variety of implements

- ❖ anticipate cause and effect e.g. the flight of a ball and the movement of others
- ❖ invent their own games, selecting appropriate equipment, size and shape of playing area and numbers of participants
- ❖ participate in team games involving a variable number of players
- ❖ conform to rules including those of their own devising.

### **Gymnastics**

The aim is to give children the opportunity to perform actions of travelling, turning, rolling, jumping, balancing, swinging and climbing both on the floor and on apparatus.

All children at Key Stage 1 should have had experiences which enable them to:

- ❖ perform confidently, through varying degrees of control and coordination, basic ways of moving from one place to another e.g. running, jumping, rolling, climbing, transferring weight and holding the body still
- ❖ use apparatus to get on/ off, under/over, along
- ❖ absorb shock when jumping or moving from apparatus of various heights
- ❖ share and take care of apparatus and equipment
- ❖ lift carry and place apparatus carefully
- ❖ make decisions about what actions are appropriate and where they can be performed.

By the end of Key Stage 2, children should have had experiences that enable them to:

- ❖ combine basic actions such as ways of travelling and turning, to produce sequences showing a degree of continuity, with appropriate variation of speed and effort
- ❖ perform sequences on the floor and on apparatus of different heights e.g. bench, wall bars, ropes and platforms
- ❖ repeat and refine their own sequences and copy sequences devised by others
- ❖ reproduce some specific movement patterns e.g. in named skills, such as handstands
- ❖ select actions appropriate to the task and to the apparatus
- ❖ absorb shock and momentum and receive their weight appropriately, according to the preceding action.

- ❖ work in pairs or groups on a specific sequence of movement.

### **Outdoor and Adventurous Activities**

The aim is to give children the opportunity to explore the local environment, develop physical skills on outdoor equipment and to develop awareness of safety procedures.

All children at Key Stage 1 should have had experiences that enable them to:

- ❖ use the immediate environment for physical activity e.g. use grass and playground to contrast effects of ball use or running speeds
- ❖ use trees and other natural vegetation to pinpoint a running course e.g. "run around the oak tree, touch the wall and come back to the seat"
- ❖ use fitness-trail apparatus to own level
- ❖ construct a camp or covered dwelling
- ❖ be aware of safety aspects for themselves and others.

By the end of Key Stage 2, children should have had experiences that enable them to:

- ❖ have learned some basic skills in canoeing, climbing, hill walking and caving, where it is possible to make provision for these activities
- ❖ cope with residential courses where they are gaining a degree of independence
- ❖ be taught the principles of safety in the outdoors
- ❖ to respond to challenges in a variety of contexts
- ❖ be involved in planning, navigating, cooperating, recording and evaluating adventurous activities (in school grounds, parks, woodlands and on the seashore)
- ❖ be taught skills with due regard to safety including the correct use of equipment.

## **Swimming**

The aim is to give children confidence and enjoyment in the water by developing waterplay skills that then lead on to learning specific strokes and gaining knowledge of basic water safety and life-saving techniques.

All children at Key Stage 1 should have had experiences that enable them to:

- ❖ be confident in water and able to move themselves through water, with or without buoyancy aids
- ❖ acquire the fundamentals of certain recognised strokes on their front and on their back
- ❖ learn the codes of hygiene, and how to enter and evacuate a swimming pool
- ❖ learn how to rest in water and how to float.

By the end of Key Stage 2, children should have had experiences that enable them to:

swim on front and back and be confident in water

- ❖ enter water safely by jumping or using an elementary dive
- ❖ perform certain skills in water e.g. tread water and float
- ❖ be taught the principles and skills of water safety
- ❖ be taught survival skills appropriate to their own abilities and limitations
- ❖ be taught to assess their own swimming efficiency
- ❖ explore movement in and under the water through simple games
- ❖ be made aware of water safety skills essential to water-based activities e.g. sailing and canoeing.

## THE STRUCTURE OF PHYSICAL EDUCATION IN SONNING COMMON PRIMARY SCHOOL

Subject	Frequency	
	Years 1 & 2	Years 3,4,5 & 6
Gymnastics/Dance/Games	2 x 40 min per week	
Gymnastics/Dance		1 hour per week
Games		1 hour per week
Swimming	20 min per week	20-30 min per week

### General Lesson Structure:

Warm-up - Skills teaching - Game/ Activity - Cool down

### Clothing: (named)

White 'aertex' or T-shirt	Tracksuit
White or navy shorts	Hockey/football boots
Navy games skirt	Long socks
Dark cycling shorts for gymnastics	Shin pads
Leotards are acceptable	Football shirt and shorts
White socks	Trainers

## TEAMS AND MATCHES

Football and netball teams are run during the Winter terms and regular matches are played against local schools. The football team takes part in the Morrell Shield competition - a knockout competition with a home and an away leg, which covers the whole of Oxfordshire.

In Summer, the cricket team plays regular matches and competes in local tournaments. In Athletics, the school team competes in the area championships against local schools, and a School Sports Day is held every July.

Cross Country is a new activity in the school, and the team has competed once in a local event which may become an annual fixture. Teams take part in activities organised as part of the Henley Festival.

## **HEALTH AND SAFETY PROCEDURES**

*"All life is beset with dangers, and trial and error form an essential part of the process of learning. The aim of safety precautions is not to eliminate every possibility of accident, which could only be achieved by stifling a child's natural tendency to be venturesome and independent. It is rather to avoid unnecessary risks and to enable the child to face sensibly and confidently those that cannot or should not be avoided."*

*Safety at School- Education Pamphlet No. 53*

### **Athletic Activities**

- ❖ children should wear correct supportive footwear
- ❖ children who suffer from asthma should have direct access to their inhalers
- ❖ when throwing activities are in progress, strict attention must be paid to the uniform direction that the implements are thrown, and the timing sequence of the collection of those implements

### **Dance**

- ❖ children should be reminded how to perform certain exercises safely e.g. it is not safe to lift and lower both legs together when lying on their backs.

### **Games**

- ❖ children should wear the correct footwear for each activity children should wear shin pads for hockey and football
- ❖ children should be allowed to wear tracksuits out of doors, on cold days
- ❖ children awaiting their turn in a batting team, should stand well behind the batsman and out of line of flight of the bat, should the batsman let it go
- ❖ if a child incurs a head injury on the playing field, he or she should be sent inside, accompanied by a friend, to the nearest adult. The teacher will stay outside to supervise the rest of the group
- ❖ if a child fails to dress in the correct kit, a letter (proforma) will be sent home to remind the parent of their agreed responsibilities.
- ❖ outdoor games pitches and courts should be checked for holes and unsuitable surfaces

### **Games (continued)**

- ❖ in the event of an accident/injury, an accident report form must always be filled in.

### **Outdoor and Adventurous Activities**

- ❖ the teacher must closely supervise
- ❖ children on apparatus children must learn to take turns
- ❖ no children to spectate underneath or near apparatus
- ❖ children must always wear the correct footwear.

### **Gymnastics**

- ❖ hair to be tied back
- ❖ no jewelry to be worn; if the child has pierced ears, studs only may be worn
- ❖ children must be taught how to pick up mats and apparatus so as not to injure their backs
- ❖ noise level must be kept low, so help can be given quickly, when an incident occurs
- ❖ children must not have sweets or chewing gum in their mouths
- ❖ every child must warm up sufficiently before attempting specific skills children must know how to put apparatus in place safely e.g. wall bars children must not wear loose clothing.

### **Swimming**

- ❖ when the pool is not in use, all access gates and doors must be securely locked
- ❖ a qualified lifesaver must always be present
- ❖ children should be counted into the pool and out of the pool no running is permitted on the side of the pool
- ❖ all children must go through the foot bath before entering the pool
- ❖ all children must wear swimming hats

**Swimming (continued)**

- ❖ goggles are not permitted unless the child has a doctor's note
- ❖ children must not jump into the pool unless instructed to do so by the teacher
- ❖ two whistles means children must clear the pool
- ❖ there must be an adequate interval of time - not less than one hour - between finishing a meal and entering the water for a swimming lesson.

**For further details, see Policy Statement on Swimming**

## **RESOURCES**

<b>Subject</b>	<b>Equipment</b>
Athletics:	6 relay batons, long jump pit, rods for hurdles Standing long jump mat, Bounce mat
Dance:	Music tape for each class
Games:	Hockey - 20 sticks, 20 balls Soccer - 15 balls, 3 sets of cones, 1 six-a-side goalpost set plus nets Netball- 15 balls, 3 sets of bibs, 4 goalposts Table Tennis - 4 tables, 12 bats, 75 balls Padder Tennis - 20 bats, 50 tennis balls, 1 net Rounders - 2 sets of posts, 12 bats, 6 balls Cricket - 10 bats, 2 spring wickets, 4 sets of wickets, 20 balls, 3 'Kwik' cricket sets
Gymnastics:	Set of wall bars, 4 ropes, 2 boxes, 1 buck, 1 horse, 1 beam, 5 benches, 1 elephant table, 2 springboards, 10 mats
Swimming:	Floats, underwater weighted quoits, hoops, 2 bricks, rubber balls, water containers, platform floats, roll floats, large balls, diving oyster shells
Infant Activity	Infant netball post, balls, stepping spots
Apparatus	Infant gymnastic apparatus including trestles, ladders and slides
Miscellaneous	Assorted balls, beanbags, skipping ropes, plastic balls, plastic bats

## **DEVELOPMENT**

Teachers will be constantly re-assessing their approach to the PE Curriculum in the light of improved facilities and opportunities to broaden the children's experiences. For example, it has been agreed that Dance will be taught in each year group, and that Cross Country Running will be included in the Games Curriculum.

With the Trim Trail in the grounds of the school (largely funded by the PA, children will have the opportunity to experience adventurous outdoor activities.

It is hoped that Year 6 children in their last year at Primary School will continue to take advantage of the county-funded Outdoor Pursuits Centre, Woodlands or another centre. This residential course offers qualified instruction in hill-walking, caving, canoeing and 'Jungle Gym' activities. Children benefit hugely, as they have to rely on their own inner resources and during the week often show growing independence and strengthening of character.

Children in Year 4 and Year 5 have one or two day residential courses with similar activities at their level

## **ASSESSMENT**

The main form of assessment must be the continuous process of observation by the teacher, based on knowledge of the pupils and of the content of the work

Observation should be an unobtrusive part of the teacher's skills and is most effective when it is used in the course of normal teaching. Many skills can be performed with varying degrees of success e.g. not many children will be able to swim 30 meters using the breast stroke, without being able to coordinate their legs and arms correctly. If distance is the objective set, then it is an appropriate measure of competence.

The ultimate purpose of teaching PE, however, is to help children to swim, jump, throw things, and control the body with increasing skillfulness, and teachers need to assess how the actions are performed. These judgments are not easy to make and can only be obtained through knowledge and experience.

## **EQUAL OPPORTUNITIES**

It is the policy of this school that every child, regardless of sex, physical ability, race and creed, has equal access to all sporting activities offered by the school. Thus, all children experience at Key Stage 2 football, netball, hockey, fitness training, cross country, cricket, tag rugby, padder tennis, athletics, rounders, gymnastics, swimming and outdoor activities.

It is also our policy that the team places of the various sports are open equally to either sex and inclusion is based entirely on ability, commitment and enthusiasm!

At Key Stage 1 all children participate in physical activities and have equal opportunities to follow the PE curriculum.

Where a child has physical disabilities that may preclude her/him from participating in general physical activities, special provision will be made.

**Resource Books**

These books are to be found in the PE Resource box housed in the Staff Room.  
They are to help with ideas and the technical teaching aspects of all areas of Physical Education

Active PE - KS.1 by Robert Fisher & David Aldridge.

A.S.A. National Curriculum Resource Pack for Swimming and Water

Safety. B.A.G.A./Persil Funfit Resource Pack for PE - KS.1 & KS.2.

Lancashire c.c. Notes for Teachers and Curriculum Leaders:

- a) Gymnastics
- b) Games.

Know the Game - Rounders.

Folens

Know your Skills

Netball

Soccer

Swimming

Gymnastics

Oxfordshire Graded Swimming Certificates



- d) To show the progression of a theme from floor work to mat work to small apparatus to large apparatus.
- e) To observe, identify and describe movement using the pupils to demonstrate and discuss.
- f) To give children the opportunity to work alone and in pairs and to engender co-operation and knowledge of safety principles when putting out and performing upon mats and apparatus.

*Suggested Themes*

**YEAR 1**

Autumn Travelling and jumping – Floor work and Small apparatus.

Spring Rolling – Floor work and small apparatus  
Travel-Jump-Roll Large Apparatus.

**YEAR 2**

Autumn Balance and turn – Floor work and Small apparatus.

Spring Climb – Floor work and small apparatus  
Climb – balance – turn Large Apparatus.

**P**

The teaching of dance should contain the following elements:-

- ❖ To be able to pick up and follow basic warm-up exercises designed to stretch young muscles gently and to aim for increased flexibility.
- ❖ To develop the aesthetic rather than the functional aspects of movement – travelling, jumping, turning, gesture and stillness.
- ❖ To explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.
- ❖ To perform movements or patterns including some from existing dance traditions, e.g. simple folk dances, Scottish dancing, primitive dance, 'Rap' dance.
- ❖ To have experience of a whole class dance performance as well as partner work and group work.

*Suggested Themes*

**YEAR 1**

Autumn Music to stimulate moods, e.g. sadness, happiness, anger. Movement ideas based on animals, snowflakes, wind, etc.

Spring A 'prop' to stimulate movement/dance, e.g. hat, scarf, chair.  
Group Dance connected with 'Spring' or a class topic.

**YEAR 2**

Autumn Small group work leading to country dancing.  
"Patterns" - theme duos or trios making shapes in conjunction with others.  
"Robot" theme or "machines" - can make own music with voices and percussion (small group).  
Group Dance - perhaps expand one of above, small group dances for whole class.

NON-STATUTORY ASPECTS  
OF PE KEY STAGE 1

**Athletics**

To understand the elements of racing

- ❖ the start (instructions)
- ❖ where to run (straight lines)
- ❖ the finish (run through)

**Outdoor and adventurous activities**

The Trim Trail

- a) to develop their creative abilities through use of the apparatus
- b) to encourage them to achieve their potential through use of the apparatus

**Swimming**

a) to develop their water confidence through play activities e.g.

- ❖ blowing table tennis balls along surface of water
- ❖ touching their toes
- ❖ attempting to float with help of partner
- ❖ ducking through a hoop
- ❖ walking and running races in water

b) to introduce the basic elements of the swimming strokes and to work towards the Oxfordshire Swimming Certificates of Achievement

- ❖ Confidence
- ❖ Beginners
- ❖ Improvers
- ❖ Competent
- ❖ Proficient

PHYSICAL EDUCATION - SCHEME OF WORK - JANUARY 2002 - JANUARY 2003

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	ADVENTUROUS ACTIVITIES
<b>A U T U M N  T E R M</b>	<p><b>GYMNASTICS;</b> 'TRAVELLING' – USE OF DIFFERENT BODY PARTS – FLOOR AND SMALL APPARATUS 'JUMPING' – USE OF DIFFERENT STEPS AND ON AND OFF SMALL APPARATUS</p> <p><b>DANCE;</b> 'INTERPRETING MUSIC' – SLOW /DYNAMIC, LIGHT/STRONG 'SEASONAL DANCE' – STARS, SNOWFLAKES,</p> <p><b>GAMES;</b> SMALL GROUP GAMES, BALL SKILLS, BAT AND BALL, RUNNING, DODGING, USE OF SPACE.</p> <p><b>SWIMMING;</b> WATER PLAY, CONFIDENCE BUILDING, SHAPES IN WATER, USE OF FLOATS AND BALLS</p>	<p><b>GYMNASTICS;</b> 'TRAVEL AND ROLL' – DIFFERENT TYPES OF ROLL, ROLL TO RECOVER, CONSOLIDATE YEAR 1 'JUMP AND ROLL' – ON FLOOR OFF APPARATUS</p> <p><b>DANCE;</b> 'MARCHING DANCE' – CLAP RHYTHM, DYNAMICS, STEP 6, TIMING. 'WATER DANCE' – CONTRAST FLOWING, LYRICAL MOVEMENT.</p> <p><b>GAMES;</b> VARIETY OF SMALL GROUP GAMES TO DEVELOP, – AIMING, RUNNING, THROW &amp; CATCH, BOWL, STRIKE</p> <p><b>SWIMMING;</b> BASIC STROKE WORK – DEVELOP LEG ACTION – CRAWL AND BREASTSTROKE. WORK ON ARMS. WATER PLAY. CERTIFICATE WORK</p>	<p><b>GYMNASTICS;</b> 'CURL AND STRETCH' 'ROTATIONAL MOVEMENTS' SEQUENCE MOVEMENTS TO MAKE SMOOTH TRANSITIONS</p> <p><b>DANCE;</b> 'MIRROR DANCE' – DUOS SUITABLE MUSIC STIMULUS POETRY STIMULUS ACT/DANCE FEELINGS/ATMOSPHERE</p> <p><b>GAMES;</b> NETBALL: 5 BASIC PASSES SOCCER: DRIBBLING KICKING HOCKEY: DRIBBLING STRIKING CROSS COUNTRY: STAMINA, SPEED</p> <p><b>SWIMMING;</b> BASIC STROKE WORK ISOLATE LEG AND ARM MOVEMENT PUT TOGETHER. EMPHASISE RHYTHM, WATER PLAY</p>	<p><b>GYMNASTICS;</b> 'BALANCE' – FLOOR WORK PARTNER WORK SMALL APPARATUS 'JUMPING' – LANDING ON, OFF, OVER SHAPES</p> <p><b>DANCE;</b> 'TRAVEL/TRANSPORT' – DUOS LEADING TO WHOLE CLASS KEEP FIT EXERCISES – LEADING TO SEQUENCES</p> <p><b>GAMES;</b> NETBALL: 5 PASSES, SHOOTING SOCCER: GK, THROW INS HOCKEY: SMALL GAMES X-COUNTRY: STAMINA, TRIM TRAIL</p> <p><b>SWIMMING;</b> IMPROVE 3 STROKES, WATER PLAY, UNDERWATER ACTIVITIES, RACING</p>	<p><b>GYMNASTICS;</b> 'SKILLS' – ROLLS, HANDSTANDS, HEADSTANDS, CARTWHEELS, ... ETC. TAKE ONTO LARGE APPARATUS SAFETY PROCS</p> <p><b>DANCE;</b> 'IMPROVISATION' – TO DIFFERENT TYPES OF MUSIC, CROSS CURRICULUM WITH MUSIC LESSONS 'TRIOS' LINK ONE BODY PART, MAKE SHAPES.</p> <p><b>GAMES;</b> NETBALL: MARKING MATCHES SOCCER: USE OF SPACE HOCKEY: LEARN POSITIONS, DEFENCE, ATTACK, GAMES</p> <p><b>SWIMMING;</b> IMPROVE 3 STROKES, ATTEMPT BUTTERFLY – BODY, LONG DISTANCE, JUMPING/DIVING</p>	<p><b>GYMNASTICS;</b> 'JUMP AND TURN' – FLOOR, PARTNER WORK, LARGE APPARATUS, 'CO-OPERATIVE GROUPWORK'</p> <p><b>DANCE;</b> 'PRIMITIVE DANCE' – RED INDIAN OR AFRICAN</p> <p><b>GAMES;</b> NETBALL: SPACIAL AWARENESS SOCCER: TEAMWORK HOCKEY OCCASIONAL CROSS COUNTRY</p> <p><b>SWIMMING;</b> IMPROVE 3 STROKES, BUTTERFLY, TREADING WATER WORKING FOR CERTIFICATES</p>	<p>SETTING UP A CAMP</p> <p>ORIENTEERING TRAIL</p> <p>QUIZ TRAIL</p> <p>NATURE TRAIL</p>
<b>S P R I N G  T E R M</b>	<p><b>GYMNASTICS;</b> 'BALANCE' – ON DIFFERENT BODY PARTS - FLOOR WORK AND SMALL APPARATUS</p> <p><b>DANCE;</b> 'A STORY STIMULUS' – CONNECTED WITH LIT HOUR 'PATTERNS ON FLOOR' - USE OF SPACE</p> <p><b>GAMES;</b> TEAM GAMES IN LINES BALL RELAYS SMALL GROUP SOCCER AIMING ACTIVITIES</p> <p><b>SWIMMING;</b> BEGIN BASIC STROKE WORK – EMPHASIS ON LEGS WATER PLAY</p>	<p><b>GYMNASTICS;</b> 'TRAVEL, JUMP AND ROLL' – SEQUENCES ON FLOOR AND LARGE APPARATUS.</p> <p><b>DANCE;</b> 'USE OF A PROP OR PICTURE STIMULUS' 'SPRINGTIME' – BIRTH, BUDS, GROWTH</p> <p><b>GAMES;</b> SMALL GAMES WITH DIFFERENT SETS OF RULES USE OF DIFFERENT APPARATUS BALLS, BATS, STICKS, BEAN BAGS, ROPES</p> <p><b>SWIMMING;</b> BASIC STROKE WORK – UNDERWATER ACTIVITIES WALKING RACES</p>	<p><b>GYMNASTICS;</b> 'TRAVEL &amp; BALANCE' – FLOOR WORK, BENCH BEAM, 'SPACES BETWEEN LARGE APPARATUS' – HOW TO NAVIGATE</p> <p><b>DANCE;</b> 'LEVELS' – HIGH, MEDIUM, LOW SORT OF MOVEMENT EACH LEVEL PRODUCE 'DANCES FROM OTHER CULTURES' – AFRICA, CHINA, SPAIN, US, UK</p> <p><b>GAMES;</b> NETBALL: MARKING, DODGING SOCCER: PASSING, HEADING HOCKEY/RUGBY: TACKLING, PASSING, TEAMWORK X COUNTRY/TRIM TRAIL; SPEED</p> <p><b>SWIMMING;</b> STROKE WORK – UNDERWATER ACTIVITIES WORKING FOR CERTS</p>	<p><b>GYMNASTICS;</b> 'PLANES OF MOVEMENT' 3 WAYS TO ROTATE 'TWIST AND TURN' – FLOOR WORK AND SMALL APPARATUS</p> <p><b>DANCE;</b> 'USE OF PROP AS STIMULUS' E.G. CHAIR, STICK, HAT, SCARF 'ANIMAL DANCE' – STUDY MOVEMENT OF DEER, FROG, CRAB, KANGAROO, ELEPHANT</p> <p><b>GAMES;</b> NETBALL: POSITIONS, SPACE SOCCER: TACKLING, GAMES HOCKEY/RUGBY: DEFENCE, ATTACK, GAME X COUNTRY/TRIM TRAIL; SPEED</p> <p><b>SWIMMING;</b> IMPROVE 3 STROKES SPEED SWIMMING, RACES, RELAY WORK, WORK FOR CERTIFICATES</p>	<p><b>GYMNASTICS;</b> 'FLIGHT' – WORK IN THREES – FLOOR WORK AND SMALL APPARATUS 'BALANCE, TWIST AND TURN' – FLOOR WORK AND LARGE APPARATUS</p> <p><b>DANCE;</b> 'BASED ON A STORY STIMULUS' – GROUP DANCE 'DUOS BASED ON TYPE OF MOVEMENT' SUSTAINED SLOW/LIGHT, SLOW/HEAVY</p> <p><b>GAMES;</b> NETBALL: SHOOTING GAME SOCCER: HEADING, GK HOCKEY/RUGBY: TOUCHDOWNS, OVER/UNDERARM</p> <p><b>SWIMMING;</b> SPEED SWIMMING RACES, JUMPING/DIVING, TREADING WATER, LIFE-SAVING</p>	<p><b>GYMNASTICS;</b> 'GROUP WORK USING BALANCE AS A THEME'</p> <p><b>DANCE;</b> DUO OR TRIO WORK ON AN 'EGYPTIAN THEME' AMERICAN LINE DANCING WALTZ, JIVE, TWIST</p> <p><b>GAMES;</b> NETBALL: TACTICS, GAME SOCCER: POSITIONING RUGBY: SKILLS, RULES</p> <p><b>SWIMMING;</b> BASIC STROKES FUN STROKES SCULLING, LIFE-SAVING PARTNER WORK RACING</p>	<p>GROUP</p> <p>CO-OPERATIVE ACTIVITIES</p> <p>E.G. – USE OF PLANKS,</p> <p>TYRES CONES</p>
<b>S U M M E R  T E R M</b>	<p><b>ATHLETICS;</b> SPRINT – ASPECTS OF RUNNING A RACE RELAY – TEAMWORK WORK FOR SPORTS DAY</p> <p><b>BALL SKILLS;</b> THROWING – RINGS, BALLS, HOOPS, BEANBAGS</p> <p><b>GAMES;</b> TRIM TRAIL BAT AND BALL SKIPPING – LARGE ROPE IN GROUPS</p> <p><b>SWIMMING;</b> WORKING FOR INITIAL CERTIFICATES</p>	<p><b>ATHLETICS;</b> SPRINT, LONG JUMP, RELAY</p> <p><b>BALL SKILLS;</b> CATCHING – LINE TEAM GAMES</p> <p><b>COUNTRY DANCE;</b> COUNTING STEPS PARTNER WORK CO-OPERATION</p> <p><b>GAMES;</b> TRIM TRAIL INDIVIDUAL SKIPPING MINI-ROUNDERS AND CRICKET</p> <p><b>SWIMMING;</b> WORKING FOR INITIAL CERTIFICATES</p>	<p><b>ATHLETICS;</b> SPRINT, LONG DISTANCE, LONG JUMP, THROWING</p> <p><b>BALL SKILLS;</b> SMALL GROUP GAMES WITH BAT AND BALL SKILLS – CATCHING, THROWING, STRIKING</p> <p><b>GAMES;</b> PADDER TENNIS, TIMING CRICKET: BOWL, HIT, HITTING ROUNDERS: HIT AND RUN TRIM TRAIL/ATHLETICS</p> <p><b>SWIMMING;</b> STROKE WORK, RACING, FUN RACES, CERTIFICATES</p>	<p><b>ATHLETICS;</b> SPRINT, LONG JUMP, THROWING, HURDLES, LONG DISTANCE</p> <p><b>BALL SKILLS;</b> THROWING – UNDERARM, OVERARM, CATCHING – RANGE OF DIFFERENT SIZE BALLS</p> <p><b>ROUNDERS;</b> GAMES WITH A VARIETY OF DIFFERENT RULES E.G. CRICKET ROUNDERS, FOOTBALL ROUNDERS ETC.</p> <p><b>GAMES;</b> PADDER TENNIS; PARTNERS CRICKET, OVERARM THROW ROUNDERS; TIMING, HITTING</p> <p><b>SWIMMING;</b> LONG DISTANCE WORKING FOR CERTIFICATES</p>	<p><b>ATHLETICS;</b> THROWING, SPRINT, LONG DISTANCE, LONG JUMP, RELAY HURDLES</p> <p><b>BALL SKILLS;</b> SMALL BALLS – TENNIS, RUBBER, HARD IN LINE TEAM GAMES – THROWING AND CATCH</p> <p><b>ROUNDERS;</b> HITTING A LARGE/SMALL BALL GAMES WITH DIFFERENT RULES</p> <p><b>GAMES;</b> PADDER TENNIS CRICKET: BOWLING ROUNDERS: CONTINUOUS</p> <p><b>SWIMMING;</b> WORKING FOR CERTIFICATES</p>	<p><b>ATHLETICS;</b> THROWING, SPRINT, LONG DISTANCE, LONG JUMP, RELAY, HURDLES</p> <p><b>ROUNDERS;</b> HITTING, CATCHING AND THROWING GAMES WITH DIFFERENT RULES</p> <p><b>GAMES;</b> PADDER TENNIS CRICKET ROUNDERS OCCASIONAL VOLLEYBALL</p> <p><b>SWIMMING;</b> BASIC STROKES CERTIFICATES LIFE-SAVING</p>	<p>EXPERIENCE OF OUTDOOR ACTIVITIES WHEN POSSIBLE E.G. TRIP TO DORSET, TRIP TO HILL END, TRIP TO CHARMOUTH, TRIP TO WOODLANDS HAY-ON-WYE</p>

