

EQUALS is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education

Schemes of Work for the National Curriculum for pupils with learning difficulties. Interactive CD ROMs

Dear Subject Coordinators

We hope that you will find the materials helpful when working with pupils who are achieving within the eight levels of the P Scales, the first two levels of the national curriculum and across all four key stages. In writing these examples of good working practice, special consideration was given to the current mainstream and Special Education guidance from the QCA at the time.

What is a Scheme of Work?

A Scheme of Work illustrates the different ways in which teachers can plan subject learning opportunities to respond to the specific needs and priorities of the children, their communities and the schools themselves. They also build on children's experiences and earlier learning from the Foundation Stage onwards.

Who writes Schemes of Work?

Schemes of Work are written by teachers with expertise in Special Education who are currently teaching pupils who are working within the full range of the P Scales and the early levels of the National Curriculum.

Who would use a Scheme of Work?

Schemes of Work are used by teachers involved in the delivery of the National Curriculum and support the statutory responsibilities of Head Teachers and Governors to ensure delivery of a broad and balanced curriculum.

What does a Scheme of Work include?

A Scheme of Work is the overall planned provision of a subject in a Key Stage. It is made up of the units of work, which may be taught in any order across the Key Stage. Some of the units will be more appropriately taught at a certain time in the school year such as a unit on Christmas and a unit on spring festivals. Units are medium-term plans, usually designed for half a term. They set out specific learning objectives as well as possible teaching activities and learning outcomes.

What ages are Schemes of Work available for?

Schemes of Work are available for EYFS, Key Stages 1-4 and 16-19 pupils.

How useful are published Schemes of Work?

The use of published Schemes of Work gives valuable guidance to schools in their implementation of the curriculum and saves teacher planning time

Are the Schemes of Work linked to the P Scales?

Yes, the Schemes of Work are linked directly to the P Scales through differentiated learning outcomes.



Preview

Physical Education

Key Stages 1,2,3 & 4

Physical Education

Key Stage 1

Unit Title	Unit Number
Dance – Prance and Dance	1.1
Dance – Express Yourself	1.2
Games – Sharing Together	1.3
Games – To Me To You	1.4
Games – To Me To You Again	1.5
Gymnastics – Push Me Pull Me	1.6
Gymnastics – Zigzag	1.7
Swimming Activities and Water Safety – Splish-splash	1.8

Physical Education

Unit Title: Games - Sharing Together
Key Stage 1
Unit 1.3

ABOUT THE UNIT

Through this unit pupils will learn to:

- Explore basic sending actions with hands and feet.
- Copy actions, such as throwing or rolling, for particular games.
- Experience and enjoy warming up and cooling down.
- Observe and communicate what they have done.

WHERE THE UNIT FITS IN

This unit lays the foundation for further units.

Links to other units in Key Stages 2, 3 and 4.

Cross curricular links:

Language – speaking and listening

Numeracy – counting

Sciences – forces

PSHE – turn taking, changing

VOCABULARY

Used in context spoken, written, signs, symbols, pictures:

throwing
catching
rolling
bouncing
touching
stop
go
space

RESOURCES

A variety of throwing equipment such as: large balls, small balls, balloons, bean bags, so that tasks may be differentiated through choice of equipment.

A variety of targets such as: hoops, coloured spots, baskets, nets, skittles, cones.

Striking and hitting implements, such as small bats, hitting hands, rackets. The choice of equipment should reflect the pupil's ability. Gutters or slopes may also be used to support sending skills. BT Top Sport Cards and Teachers' Resource Pack, Produced by Youth Sport trust (01509 228 293) Success for All, An Inclusive Approach to P.E. and School Sport, DfES, Bend and Stretch with the Sticky Kids Warm Up! With the Sticky Kids; Order line: 01698 207230; Fax 0141 339 9991 Online Store: www.stickykids.net Boogie Beebies; Your Chance to Dance CD; CbeebiesBBC; www.bc.co.uk/cbeebies/boogiebeebies Success for All: An inclusive approach to P.E. and School Sport (Tel:0845 602 2260)

EXPECTATIONS

At the end of this unit:

All pupils will learn to control and coordinate a small range of mainly single actions. They control some of their spontaneous movements and develop a small repertoire of actions and whole body movements.

Most pupils will respond to some stimuli and produce actions or movements as reactions to them in a consistent manner. They begin to be aware of what they want to do and move with some intent.

A few pupils will produce a wider range of actions and whole body movements with greater control. They use two or more single actions consecutively and respond to activities more consistently. There is a greater intent in their actions.

Title: Games – Sharing Together KS1 Unit 1.3

For every physical education lesson the teacher should include aspects from the following four elements: 1) Acquiring and developing skills, 2) Selecting and applying skills, tactics and compositional ideas, 3) Gain knowledge and understanding of fitness and health, 4) Pupils evaluate and improve performance.

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>Acquiring and developing skills</p> <p>To explore basic sending actions with hands and feet.</p>	<p>Introduce the pupils to different methods of sending objects, for example pushing, rolling, throwing and striking. Pupils should be given many opportunities to practise activities using a variety of equipment, appropriate to the age group. Initially some pupils may require the assistance of an adult or may use specialised equipment, for example a tilted gutter, when a simple release will result in the ball rolling.</p> <p>Pupils should be encouraged to track objects, as is gently released and rolls away; they may progress on to rolling it harder and retrieving it; experiment with different types of balls. Some students will benefit from being given a target to send objects towards.</p> <p>Encourage the pupils to practise releasing a ball with direction by sending it towards a target; as their accuracy develops they can move further away. The pupils must be encouraged to look at (track) the object they are pushing or rolling, during all the activities. Pupils could roll balls towards a partner.</p> <p>Give the pupils opportunities to practice bouncing and catching a variety of large balls initially and then small balls. Encourage the pupils to look at the ball at all times. Encourage high and low bounces whilst maintaining control.</p> <p>Introduce the skill of kicking in stages. Initially push a ball with their foot against a wall and collect it using their hands. Progress on to kicking by standing on one leg and swing the kicking leg gently, then introduce a ball to be kicked against the wall on command and collected with hands. Give the pupils opportunities to apply these skills in games.</p> <p>Pupils should be given opportunities to handle and experiment with different equipment. This can be achieved in a group by students passing, throwing, kicking equipment to each other; equipment used might be bean bags, quoits, small balls or large balls.</p>	<ul style="list-style-type: none"> • Pupils begin to be proactive in their interactions. • Pupils respond to simple commands. • Pupils work in pairs and in small groups cooperatively although they may need support to follow instructions and keep on task. • Pupils are aware of space, themselves and others. • Pupils show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. 	<p>Pupils may access the activities with or without support.</p> <p>Access to this unit can be supported by the use of augmented communication systems, e.g. symbols, photographs, signing, written word.</p> <p>Every lesson should start with a suitable warm up activity and end with a suitable cooling down activity.</p> <p>All lessons should have a very clear beginning, middle and ending, and where appropriate be represented visually for students to follow.</p> <p>Ensure the pupils are wearing the appropriate clothing and footwear.</p> <p>Ensure awareness of others when using P.E. equipment.</p> <p>Pupils should be given enough time to practise new skills and to challenge themselves. Make sure they have plenty of turns at different activities.</p>

Selecting and Applying skills tactics and compositional ideas

To copy actions, such as throwing or rolling, for particular games.

Pupils and staff stand in a circle; the group pass, roll or throw a ball around the circle; a second ball may be introduced. The aim of the game is for the second ball to catch the first ball. Changing the size of the circle can make the game easier or harder. Different equipment such as small cushions to make it easier or small balls to make it harder. An alternative game might be to ask the pupils to stand in a circle and give out bean bags, they send each bean bag around in a circle, on the teachers signal, they stop and a named person calls out a colour and those holding that bean bag sit down. Those sitting are *out* but may still be included in the game. The game continues until all students are sitting.

Give the pupils opportunities to practise their stopping skills. Help the pupils to find different ways of stopping objects sent to them by a partner, for example two pupils sit on the floor making a V shape with their legs, the bean bag is sent between the pupils and the aim is to send it accurately within the V shape. The pair may move away from each other as they develop consistency. The winners are the pair who passes the agreed number of balls consistently from the furthest distance.

Let the pupils practise their underarm rolling at targets, such as skittles. Encourage the pupils to step onto the opposite foot to the throwing arm. Demonstrate rolling with the right and left hand, using an appropriate stance.

Pupils should practice throwing objects underarm up into the air, remind the pupils to look at the bean bag, and then encourage them to touch it as it falls, and finally progress on to catching the beanbag. See who can throw their bean bag up ten times and touch it ten times first.

The pupils can practise their throwing skills further by having the opportunity to throw at targets placed on chairs or low vaults, the teacher could use a range of soft toys as targets, ask the pupil to select a target prior to throwing. Encourage the pupils to count how many objects they knock off the chair.

- Pupils may initiate interactions and activities.
- Pupils may respond to options or choices with actions or gestures.
- Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task.
- Pupils use small apparatus safely.
- Pupils perform skills in a controlled way.

Teachers need to be aware of pupils who are not able to grade their movements, for example pupils who cannot produce a gentle roll, and seek the advice of an occupational therapist.

Ensure there is enough space to play the games, so that the chance of collisions is reduced.

Pupils should be constantly reminded to look around while moving in a space with others.

Use equipment that is the correct size and weight for the pupils.

Pupils should be encouraged to use both right and left hand initially, until they show a clear preference for one other the other.

Ensure wheelchair users stretch their upper bodies before throwing activities.

Differentiate activities through choice of equipment to ensure the pupils experience success.

Ensure the activities are achievable.

<p>Knowledge and Understanding of Fitness and Health</p> <p>To experience and enjoy warming up and cooling down.</p>	<p>The pupils can practise a variety of skills through 'activity stations'; for example station one might be practising throwing bean bags into a basket, station two could be kicking a ball between two skittles, station three could be practising throwing bean bags underarm as far as possible, station four the pupils roll a ball underarm between two skittles and station five could be aiming to knock a skittle or another object off a chair. The pupils rotate around the activities.</p> <p>The pupils take part in a range of warm up activities and experience cooling down. Help the pupils to develop their spatial awareness through activities where they have to travel around the room in a variety of ways (to music – Bare Necessities, see resources), avoiding contact with each other and obstacles, for example cones, chairs, hoops, when the music stops, they have to stand by/in the named object; alternatively use a warm up from the Boogie Beebies C.D. (see resources).</p> <p>Give the pupils lots of opportunities to play a variety of running and avoiding games. Published CDs, CD ROMs, cassettes and videotapes are available to support these activities (see resources). These are a good way to warm up and should be part of all P.E. lessons. Traditional nursery rhymes can also be used, for example 'The Grand Old Duke Of York'.</p> <p>Help the pupils to perform a cool down/relaxation activity, for example pupils lie under a parachute whilst staff gently rise and lower. Alternatively pupils may lie on mats and listen to relaxing music.</p> <p>Communicate with the pupils how they feel after their warm up activity, for example, hot, sweaty, panting; the communication could take place through words, signs, symbols, photographs or pictures.</p>	<ul style="list-style-type: none"> • Pupils participate in shared activities. • Pupils show awareness of cause and effect, for example running makes me hot. • Pupils are aware of the changes that happen to their bodies when they are active. • Pupils recognize the changes that happen to their bodies when they are active. • Pupils know where their heart is and understand why it beats faster when exercising. 	<p>Evidence can be collected through the use of photographs, videos and personal statements for use in ROAs.</p>
---	--	---	--

<p>Evaluating and Improving Performance</p> <p>To observe and communicate what they have done.</p>	<p>Encourage all the pupils to be aware of what they are doing. Adults should ensure they use communication systems understood by all the pupils. Pupils should be encouraged to watch other pupils' performances and make positive comments, signs etc.</p> <p>Achievements should be recognised in context where possible, for example when a student throws accurately at a target, a pupil should be given verbal praise, applause, thumbs up sign or possibly a sticker if appropriate.</p> <p>Finish each lesson with a plenary session, when students recall and comment on the performance of themselves and others, praising successes and achievements, either verbally or using signs or symbols. A symbol/photograph timetable may be used to encourage students to recall the activities they have taken part in. Symbols/photographs can also be used throughout the session to indicate an activity is starting or finishing. Symbols may be placed in a 'finished' box when an activity is finished, and all the symbols taken out at the end of the lesson to prompt recall.</p>	<ul style="list-style-type: none"> • Pupils perform actions often by trial and improvement and they remember learned responses over a short period of time. • They show an awareness of cause and effect. • Pupils express themselves through repetitive and simple movement patterns. • They recognise and express their feelings about the performance of others. • They describe what is successful in their play. 	
---	---	--	--

Physical Education

Key Stage 2

Unit Title	Unit Number
Dance – E.motion	2.1
Dance – Moving Stories	2.2
Dance – Strictly Fun Dancing	2.3
Dance – A Sense of Dance	2.4
Gymnastics – Busy Bodies	2.5
Gymnastics – Twist and Shout	2.6
Gymnastics – Fantastic Gymnastic	2.7
Gymnastics – Balanced	2.8
Invasion Games – Brill Skills	2.9
Invasion Games – Control and Goal	2.10
Invasion Games – Attack and Defence	2.11
Invasion Games – Making your Mark	2.12
Striking and Fielding Games – Striking Progress	2.13
Striking and Fielding Games – How's Zat!	2.14
Net and Wall Games – Back to You	2.15
Net and Wall Games – What a Racket	2.16
Athletics – Starting Blocks	2.17
Athletics – Going for Gold	2.18
Swimming Activities and Water Safety – In the Swim	2.19
Swimming – Floatin' Fun	2.20
Swimming – Fun and Games	2.21
Outdoor and Adventurous Activities – Out and About	2.22

Physical Education

Unit Title: Net and Wall Games – Back to You
Key Stage 2
Unit 2.15

ABOUT THE UNIT

Through this unit pupils will learn to:

- Experience and explore skills needed when playing net/wall games.
- Develop some of these skills and perform with some control and coordination.
- Recognise with help changes that happen to their bodies when active.
- Observe and communicate about each others performance.

WHERE THE UNIT FITS IN

This unit builds upon the skills introduced in Games KS1 and lays the foundations for future net/wall games units.

Links to other units in Keys Stages 2, 3 and 4.

Cross curricular links:

Language – speaking and listening
 Numeracy – counting objects, learning about shape and space
 Sciences – forces
 PSHE – turn taking,

VOCABULARY

Through the use of appropriate communication systems, pupils will have opportunities to access a range of key vocabulary:

touching
 dropping
 throwing
 catching
 rolling
 bouncing
 batting
 ball
 bean bag
 net
 court

RESOURCES

A variety of throwing equipment such as: balls, quoits, bean bags, sponge balls, floater balls, Japanese paper balls, balloons.

A variety of markers and targets: hoops, coloured spots, baskets, nets.

Equipment to divide courts: canes, skittles, markers, chalk, cones.

A variety of equipment to experience sending and/or hitting: velcro bats, foam hands, bats, rackets, guttering or slopes.

Other equipment such as a 'T' ball stand.

BT Top Sport Cards and Teachers' Resource Pack, Produced by Youth Sport trust (01509 228 293)

Success for All, An Inclusive Approach to P.E. and School Sport, DfES.

Badminton Into Schools Initiative (B.I.S.I.), Badminton Association of England, Development Dept: 01908 268 400.

EXPECTATIONS

At the end of this unit:

All pupils will have opportunities to acquire a wider range of skills and actions relating to net/wall games. They begin to develop a range of skills, select skills and actions for a purpose, and are aware that familiar situations need specific types of responses. They have opportunities to experience or take part in games and to use equipment.

Most pupils will start to use skills with greater intent and purpose. They recognise that responses they make achieve their intentions and repeat these with increasing control, coordination and consistency. They become aware of a few possible variations and begin, with help, to try out alternatives.

A few pupils will recognise familiar situations and react to these in a consistent manner. They use single actions and skills with greater intent and perform them consecutively with greater fluency and control. They begin to vary actions and skills with help. They collaborate in simple games or partnered activities with other pupils.

Unit Title: Net and Wall Games – Back to You KS 2 Unit 2.15

For every Physical Education lesson, the teacher should include aspects from the following four elements: 1) Acquiring and developing skills 2) Selecting and applying skills, tactics and compositional ideas 3) Knowledge and understanding of fitness and health 4) Evaluating and improving performance.

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>Acquiring and developing skills</p> <p>To experience and explore skills needed when playing net/wall games.</p>	<p>Give the children opportunities to develop their spatial awareness through warm up activities, for example Exercise Beans, when children carry out different movements according to the type of bean the teachers calls out (see BISI badminton resources). Alternatively place hoops around the perimeter of the hall, enough for each child, and then show the children different methods of travelling around the hall, for example running, jumping, side stepping; the children then travel around the hall using different methods, stop on a signal, move to a hoop and jump in and out, or travel around, repeat. Wheelchair users may travel in wavy lines, travel backwards, or zig zags around the hall.</p> <p>Help the children practise their throwing for accuracy skills, using a range of equipment and targets. Practise overarm and underarm throwing. Introduce the idea of throwing over a barrier/through a hoop. Catching skills must be practised individually and with a partner. Children must be encouraged to track object, as they travel; show the children how to prepare their bodies to catch objects. Catching a bounced ball is much easier initially, because of the auditory cue.</p> <p>Introduce the children to different equipment used for hitting (see resources). Show the children how different equipment is held. Encourage the children to look at the object on their rackets whilst balancing and travelling. Help the children to become familiar with the equipment, in whichever hand they prefer, by experiencing moving the racket around their bodies, finally practise swinging the arm from low to high with a smooth upwards sweep.</p> <p>Help the children to practise pat bouncing a ball/balloon upwards first with an open palm and then progress on to different types of equipment (see resources). Help the children to bat a ball along the floor, encouraging them to keep the ball near to the bat. Progress on to striking skills using an open palm, hitting hand or bat. Encourage the children to stand sideways, so that the ball may be hit horizontally and straight (balls with slow bounce properties should be used initially).</p>	<ul style="list-style-type: none"> • Pupils may initiate activities, for example, pushing a ball towards a peer or adult. • They show an awareness of cause and effect, for example knocking down skittles. • They throw and kick a ball, but lack direction. • Pupils' control and coordination skills are developing, for example they kick a ball towards a target or throw a ball to a partner. • Pupils show control and accuracy with the basic actions for rolling, underarm throwing and striking a ball. 	<p>Pupils may access the activities with or without support.</p> <p>Access to this unit can be supported by the use of augmented communication systems, eg symbols, photographs, signing, written word.</p> <p>Every lesson should start with a suitable warm up activity and end with a suitable cooling down/relaxing activity.</p> <p>All lessons should have a very clear beginning, middle and ending, and where appropriate be represented visually for students to follow.</p> <p>Ensure the children are wearing the appropriate clothing and footwear.</p> <p>Ensure awareness of others when using P.E. equipment.</p>

<p>Selecting and applying skills, tactics and compositional ideas.</p> <p>To develop some of these skills and perform with some control and coordination.</p>	<p>Give the children opportunities to hit on either side of their body. Provide opportunities to hit over a barrier, such as canes or nets.</p> <p>Help the children to play games where they may consolidate their throwing and catching skills. Help the children to bounce a large ball to a partner, the ball has to be caught after one bounce; introduce a barrier, the ball has to be thrown over the barrier and caught after one bounce. A pair may throw and catch to each other and take a step back after each successful catch, the pair who win are the first to reach a pre-marked line. Communicate with the children what they need think about when they are throwing and catching.</p> <p>Improve coordination through egg and spoon type activities – devise games where children are passing a ball/bean bag between each other, and incorporate travel as develop their skills.</p> <p>Give the children opportunities to practice their hitting skills through patting a balloon into the air, and then on to a partner/named person in a group; initially with their hands and then with a racket/bat. Count how many hits they have until the balloon hits the floor. Organise the children into pairs (or child and adult) with a bat and ball between them. Ask them to stand a short distance apart and play the ball back and forth to each other continuously after one bounce. Encourage them to count how many hits they have until the ‘rally’ breaks down. If children are having difficulties encourage them to allow the ball to bounce more than once.</p> <p>Set up courts for the children to play in; canes and skittles can be used as nets. Children may be given ten chances to hit a soft ball with a hitting hand/bat over a barrier, a record is kept of how may times they are successful and then aim to improve their score next time. Children should be given opportunities to hit thrown balls over a barrier on either sides of their body; some students could aim for a target area and score points. The children practise hitting over a barrier to a partner, either with or without a bounce.</p>	<ul style="list-style-type: none"> • Pupils apply potential solutions systematically to problems, for example reaching out a foot or a hand to intercept a moving ball. • They respond to simple commands, for example ‘stop’. • Pupils recognise some equipment and use it with some basic control. • Pupils play simple games and may require support to keep score and follow game rules. • Help the children to understand the concepts of team, scoring and direction of movement for their partner, group and team in a game. 	<p>Children should be given enough time to practise new skills and to challenge themselves. Make sure they have plenty of turns at different activities.</p> <p>Use equipment that is the correct size and weight for the children.</p> <p>Modified equipment should be used to access games, such as shorter rackets, larger balls, guttering or slopes to enable children to send balls.</p> <p>Children who are having difficulties striking a moving ball could use a ‘T’ ball stand.</p> <p>Ensure there is enough space to play the games, so that the chance of collisions is reduced.</p> <p>Children should be constantly reminded to look around while moving in a space with others.</p>
--	--	--	---

<p>Knowledge and Understand of fitness and health.</p> <p>To communicate how they feel using signs, symbols, words and pictures.</p>	<p>Encourage the children to work together to have as long a rally as possible, counting the number of hits; help the children to understand the rules of the game, for example the ball must be kept inside the court, the ball must be hit after one bounce.</p> <p>Children will learn to warm up at the beginning of a lesson using aerobic type warm ups where the children move around the hall, increasing their heart rate, and getting out of breath – for example tag games, musical statues, musical mats, musical spots, when the children travel around the hall until the music stops and then stand on a piece of equipment; pupils could also sit down, lie down or stand on leg when the music stops. Children should be encouraged to communicate how they feel after such activities, for example their breathing, changes in colour of themselves or their peers. Show the children how to feel their hearts after they have been active.</p>	<ul style="list-style-type: none"> • They observe the results of their own actions with interest. • Pupils remember learned responses over increasing periods of time and may anticipate known events, such as a warm up activity. • Pupils follow simple instructions to perform a warming up and cooling down routine. • Pupils recognise the changes that happen to their bodies when they are active. • Pupils begin to understand how practising skills can help them feel warmer. 	<p>During throwing activities encourage the children to stand with opposing feet in front, whilst throwing, for example if the child is throwing with his right arm, his left foot should be in front.</p> <p>Ensure the children experience success, if they are having difficulty hitting a target, by providing larger balls, a larger target area or by moving the child nearer to the target.</p>
<p>Evaluating and improving performance</p> <p>To observe and communicate about each others performance.</p>	<p>Encourage all the pupils to watch each other during activities, and communicate what they are doing, for example throwing or hitting a ball. Help the children to observe what is good about a performance and what could be improved upon, for example standing in the ready position to catch a ball. Pupils should be encouraged to applaud good performances. Achievements should be recognised in context where possible, with stickers, certificates, medals, trophies etc.</p> <p>Pupils should be encouraged to communicate what they liked and disliked about lessons.</p> <p>Finish each lesson with a plenary session, when students recall and comment on the performance of themselves and others, praising successes and achievements, either verbally or using signs or symbols.</p>	<ul style="list-style-type: none"> • Pupils begin to show interest in people and objects. • They observe the results of their own actions with interest. • They take turns with a partner in a small group. • They share and wait their turn. • They communicate with each other about what they have done and how they have done it. 	<p>Evidence can be collected through the use of photographs, videos and personal statements for use in ROAs.</p>

Physical Education

Key Stage 3

Unit Title	Unit Number
Athletics - Skill Zones	3.1
Athletics – High, Far and Fast?	3.2
Dance – Dance with Me	3.3
Dance – I feel like Dancing	3.4
Dance – Roll up, Roll up to the Big Top	3.5
Invasion Games – Dodgin’ ‘n Scorin’	3.6
Invasion Games – Dribble ‘n Shoot’	3.7
Net and Wall Games – Going for the top	3.8
Net and Wall Games – Shuttle, we have lift off	3.9
Striking and Fielding – Whack it	3.10
Striking and Fielding – Bashball	3.11
Gymnastics – Jump down, turn around, whirl and twirl a ribbon	3.12
Gymnastics – It’s Partner Time	3.13
Outdoor and Adventurous Activities – Let’s Get Together	3.14
Outdoor and Adventurous Activities – Follow it Find it	3.15
Swimming – Floatin’ Fun	3.16
Swimming – Stroking to success	3.17
Swimming – Fun and Games	3.18

Physical Education

Unit Title: Swimming – Floatin’ Fun

Key Stage 3

Unit 3.16

ABOUT THE UNIT

Through this unit pupils will learn to:

- Swim short distances confidently with little or no support and with fewer or no swimming aids.
- Adapt and apply strategies to enhance performance in a range of swimming activities.
- Be able to identify and demonstrate a range of simple warm up activities.
- Compare their own actions with others and identify with assistance good swimming movements in others.

WHERE THE UNIT FITS IN

This unit focuses on developing a number of techniques and strokes and improving their quality.

Cross Curricula Links.

Language – Speaking and Listening: Directional and positional language, understanding instruction

Science – movement of objects in water – propulsion.

PSHE – understanding that swimming is a good activity for keeping fit.

Every Child Matters –

Achieve personal and social development and enjoy recreation.

VOCABULARY

Through the use of appropriate communication systems, pupils will have opportunities to access a range of key vocabulary.

Lengths
Widths
Front crawl
Back crawl
Breaststroke
Leg kick
Controlled breathing

RESOURCES

A range of swimming aids and supports
Floatation resources if available.

Resource cards supported with pictorial information and techniques – (Norfolk Web site).

A variety of swimming aids.

light balls,

object for underwater retrieval

Noodles (Float tubes)

Web sites:

www.aqa.org.uk/qualuas/units/pe

www.asa-awards.co.uk

Teaching swimming resources cards:

www.norfolkesinet.org.uk

(insert 'swimming' in search box)

EXPECTATIONS

At the end of this unit:

All pupils will have the opportunity to develop their existing swimming skills of travelling through the water. They will have opportunities to experience floating with as little support necessary for short periods of time. They will experience taking part in a range of warm up activities and have opportunities to watch other pupils in a variety of swimming activities and races.

Most pupils will be able to swim a short distance with or without swimming aids and feel confident enough to submerge their bodies for short periods of time under water. They will be able to demonstrate lying on their front and their back with minimal support. They will be able to identify a warm up activity and take part in swimming races. They will be able to identify who did well in competitive situations.

A few pupils will be able to swim longer distances using a consistent swimming style. They will be able to push off from the side of the pool using a smooth action. They will have experienced different strokes and be able to demonstrate more coordinated arm and leg movements. They will be able to suggest warm up activities and some may be able to lead a small group under supervision for a warm up routine. They will be able to identify some points of good swimming practice and accept support to refine developing specific areas of their own swimming skills.

Unit Title: Swimming – Floatin’ Fun KS 3 Unit 3.16

For every Physical Education lesson, the teacher should include aspects from the following four elements (1) Acquiring and Developing Skills Selecting and Applying Skills (2) Tactics and Compositional Ideas (3) Knowledge and Understanding of Fitness and Health (4) Evaluating and Improving Performance

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>Acquiring and Developing Skills Swim short distances confidently with little or no support and with fewer or no swimming aids. Develop skills of underwater swimming.</p> <ul style="list-style-type: none"> • Be particularly aware of pupil's breathing, not just in terms of proximity to the water, but also in relation to the effect on their neck, head and body position. Consider the effects of excitement and exertion on exercise tolerance. • Alleviate negative effects of water temperature by maintaining movement. 	<p>Give pupils the opportunity to demonstrate previous experiences and learning through open warm up sessions, incorporating a variety of arm and leg swimming strokes. Help support individual skill development of lying or swimming on front and back.</p> <p>Teach pupils how to develop leg action for breast stroke. Introduce pupils to correct language when teaching skills for front crawl and back crawl.</p> <p>Encourage pupils to use breathing techniques to allow them to swim more consistently and evenly.</p> <p>Introduce different starting positions e.g. sitting surface dive, jumping in, and pushing off from side.</p> <p>Teach pupils good body positions: e.g. for breast stroke, i.e. extend the arms and lock thumbs together, keep chin in the water.</p> <p>Teach them to understand that improved efficiency reduces the number of leg kicks needed.</p> <p>Give the pupils opportunities to count the number of kicks needed to travel across the width or length of the pool. Give the pupils opportunities to develop techniques for swimming under water. Emphasise the importance of breath control and strong arm and leg actions for short then longer periods of time.</p> <p>Help pupils to develop their ability to orientate themselves underwater. Encourage pupils to open their eyes where possible or wear goggles. Give the pupils opportunities to recover objects from the bottom of the pool. Give the pupils opportunities to take part in underwater competitions and activities which encourage them to extend their skills of swimming underwater.</p>	<ul style="list-style-type: none"> • Pupils participate in shared activities with less support. • Pupils respond to simple commands. • Pupils' control and coordination skills are developing. • Pupils perform a range of swimming techniques with greater control, accuracy and power using sound techniques. • Pupils develop a variety of swimming techniques and are able to use these appropriately in a range of activities. 	<p>Pupils may access the activities with or without support.</p> <p>Risk assessment to be conducted where necessary. Consultation with physiotherapist to ensure range of movement is appropriate and safely managed.</p> <p>Check pupils' tolerance and preferences for acceptable zones of touch.</p> <p>Ensure that strategies to aid pupils' stability in postural changes are in place when developing pelvic and trunk control.</p> <p>Access to this unit can be supported by the use of augmented communication systems e.g. objects of reference, signing symbols.</p> <p>Every lesson should start with a relevant warming up activity, and end with a suitable cooling down activity.</p> <p>Give pupils opportunities to observe both peers and high-quality swimmers in action.</p>

<p>Selecting and Applying Skills, Tactics and Compositional Ideas</p> <p>To apply and adapt strategies to enhance performance in a range of swimming activities.</p>	<p>Give the pupils the opportunity to demonstrate previous learning through modified individual swimming races over different lengths.</p> <p>Help support pupils to think of ways of pacing themselves to swim, short and longer distances, i.e. when swimming over a short distance, pupils can try to swim as fast as possible. When swimming longer distances, they need to learn about pacing themselves so they do not tire too soon.</p> <p>Give pupils the opportunity to swim in lanes and support their turning techniques assisting them in which technique they should use for a particular style of swimming.</p> <p>Give pupils opportunities to experience and use a range of swimming strokes or modified strokes so that they can select which ones they will need to use for specific activities.</p> <p>Give pupils the opportunity to demonstrate previous learning through taking part in races, competitive team games and activities, e.g. relay races, using different styles of swimming and over different lengths.</p> <p>Teach pupils starting positions for different swimming strokes.</p>	<ul style="list-style-type: none"> • Pupils initiate interaction and activities. • Pupils link movements in a simple sequence with support when necessary. • Pupils understand turn taking and will wait their turn. • Pupils engage in individual and team activities. • Pupils start to use specific strokes relative to the activity. 	<p>Evidence can be collected through the use of photographs, videos and personal statements for use in ROA's.</p> <p>Ensure that adult tries to follow and support the pupils' movements –avoid leading where possible.</p> <p>If possible, reduce physical support to enable a pupil to experience the upthrust and buoyancy of the water.</p> <p>Ensure that pupils are given opportunities to set their own targets for performance and have opportunities to measure swimming activities.</p> <p>Ensure that pupils are given the opportunity to take part in a range of adapted competitions for individuals and groups.</p> <p>Think about appropriateness of implements e.g. size, weight, and texture can affect grip.</p> <p>A digital camera or video could be used to help pupils analyse their own performance.</p>
---	--	---	---

<p>Knowledge and Understanding of Fitness and Health</p> <p>To be able to identify and demonstrate a range of warm up and stamina building activities.</p>	<p>Use warm up activities to help pupils demonstrate prior learning achievements. Demonstrate specific activities to increase movement of specific parts of the body – arms, legs.</p> <p>Teach the pupils strengthening techniques, e.g. for legs, whilst holding a float in hands or holding on to the pool side.</p> <p>Give pupils the opportunity to practice specific leg actions for crawl and breast stroke.</p> <p>Give pupils the opportunity to extend their routines allowing them to increase their stamina and strength.</p> <p>Teach pupils arm strengthening routines, e.g. using leg / ankle buoyancy aids, pupils practice specific arm actions for back crawl, front crawl and breast stroke.</p> <p>Encourage pupils' individual styles – extend personal movement techniques by timing activities and building on their results.</p>	<ul style="list-style-type: none"> • Pupils show an awareness of cause and effect, e.g. exercising your legs makes you tired. • Pupils are aware of the changes that happen to their bodies when they are active. • Pupils begin to describe why they need to perform a warm up activity with some prompts. • With support pupils are able to suggest warm up activities for specific parts of the body. • Pupils use two strokes confidently. 	<p>Ensure that the water is not too cold for pupils with limited mobility.</p> <p>Ensure there is enough space to walk around the pool safely and equipment is either stored away from pupils or close to the side of the pool for easy access.</p>
<p>Evaluating and Improving Performance</p> <p>To compare their own actions with others and identify with assistance good swimming movements in others.</p>	<p>Give pupils the opportunity to work in pairs and in small groups. Help pupils to identify good swimming techniques and to discuss why they are successful.</p> <p>Give pupils the opportunity to perform a range of swimming movements and allow them to choose which they feel they are most successful in using.</p> <p>Use illustrations to show how a body moves through the water when performing front crawl, back crawl and breaststroke.</p> <p>Pupils should be given the opportunity to observe others and comment on the skills they see. Show pupils how to use a check list (use pictures to help identify good practise in others). Encourage pupils to identify what they need to concentrate on to improve their own swimming techniques.</p>	<ul style="list-style-type: none"> • Pupils observe the results of their own actions with interest. • Pupils remember responses over more extended periods of time. • Pupils work cooperatively with others. • They are able to refine their own swimming techniques. • They observe and identify good swimming techniques in others. 	<p>Give the children opportunities to talk about what they are doing and to comment on their own and others performances.</p> <p>Ensure that the children are given the opportunity to see good quality performances by their peers or others.</p> <p>Provide opportunities to see best practise from professional swimmers. e.g. Swimming competitions on television or video.</p>

Physical Education

Key Stage 4

Unit Title	Unit Number
Athletics – Ready Steady...	4.1
Dance – Dance the dream	4.2
Dance – Composing and Performing Dance	4.3
Invasion Games – Footy	4.4
Invasion Games – Getting sorted	4.5
Net and Wall Games – Over the Top	4.6
Net and Wall Games – Keepy Uppy	4.7
Striking and Fielding Games – Making a striking start	4.8
Striking and Fielding Games – Wicket Cricket	4.9
Gymnastics – Gymfit	4.10
Gymnastics – Getting there together	4.11
Outdoor and Adventurous Activities – Walk the Walk	4.12
Swimming – Survive and stay alive	4.13
Swimming – Watercize	4.14

Physical Education

Unit Title: Striking & Fielding Games – Making a striking start
Key Stage 4
Unit 4.8

ABOUT THE UNIT

Through this unit pupils will learn to:

- Improve consistency, quality and use of techniques for a specific purpose.
- Develop a better understanding of the nature and purpose of different activities.
- Identify a warm up for a specific sport.
- Identify differences in their own and others performance and know some ways to improve performance.

WHERE THE UNIT FITS IN

This unit builds upon the striking and fielding units in Key Stages 2 and 3.

This unit may be used alongside the OCR entry level certificate in physical education.

Cross curricular links:

Language – speaking and listening
 Numeracy – counting, measurement
 Sciences – the human body, forces
 PSHE – respecting others, healthy lifestyle
 ICT – digital camera, video equipment
 Citizenship – resolving conflict fairly (role of umpire), participation, decision making.

VOCABULARY

competition
 batting order
 follow-through
 attacking
 defending
 coaching
 officiating
 umpiring
 anticipation

RESOURCES

A range of balls and throwing equipment to assist throwing and catching – low bounce balls, textured balls, bean bags, koosh balls, tennis balls, sponge balls.

A range of bats to assist hitting- lightweight, short handles, large hitting surface, plastic/wooden cricket bats, rounders bats, and baseball bats.

Tees that balls can be placed on to assist batting e.g. cones.

Markers or posts for running to and for throwing and aiming practices e.g. hoops, coloured spots, skittles, cones, wickets.

BT Top Sport Cards and Teachers' Resource Pack, Produced by Youth Sport trust (01509 228 293)

Success for All, An Inclusive Approach to P.E. and School Sport, DfES, HOWZAT! Playing the game,

www.4learning.co.uk. www.ecb.co.uk

www.ecb.co.uk/intercricket

<http://roundersforfun.com/game.htm>

<http://www/baseball1.com/bb-data/e-rounders.html>

www.sportenglandinterschool.com competitions
 OCR entry level in physical education – Head Office 01223 552552

EXPECTATIONS

At the end of this unit:

All pupils will experience a wide range of activities designed to meet their individual needs. They start to identify and choose to be involved in activities they prefer.

Most pupils will have limited but secure range of skills and movements they can select from, and apply in, creative, competitive and challenging contexts. They recognise some of the benefits of exercise and activity, and know that warming up before, and cooling down after, activity is important.

A few pupils will identify aspects that are good about performance, recognising differences between their own work and that of others. They can suggest some ideas to improve their own and others' work. They understand that exercise and activity are enjoyable and important to their fitness, health and wellbeing.

Unit Title: Striking & Fielding Games – Making a striking start KS 4 Unit 4.8

For every physical education lesson the teacher should include aspects from the following four elements: 1) Acquiring and developing skills, 2) Selecting and applying skills, tactics and compositional ideas, 3) Gain knowledge and understanding of fitness and health, 4) Pupils evaluate and improve performance.

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>Acquiring and developing skills</p> <p>To improve consistency, quality and use of techniques for a specific purpose.</p>	<p>Pupils will continue to develop, practise and refine basic skills specific to the activity they are engaged in. Give pupils opportunities to play small-sided games where they focus upon a specific area, such as bowling, batting or fielding. Play a game where the bowler and batter work as a team and have six deliveries each, the rest of the class act as fielders; points are scored either by running round the bases, e.g. rounder or softball or by running between wickets e.g. stoolball or cricket. When the twelve deliveries are complete two fielders take the place of the batter and bowler and they then work together to score as many points as possible, this rotation continues until all players have had an equal number of deliveries. Devise rules such as whether the batter will run or not if the ball is missed and establish how a batter may be <i>out</i>. Batters may use runners.</p> <p>Give the pupils opportunities to experiment with different bowling techniques, for example bowling at different paces and to different sides of the body (leg side, off side). Games can be devised whereby a successful bowl receives points.</p> <p>Give the pupils opportunities to practise batting in different directions and heights. Teach the pupils about attacking and defensive shots. To make hitting easier tennis rackets could be used or wider bats, soft balls or larger balls. To encourage direction give the pupils a target to aim at. Games can be devised whereby points are given for accuracy.</p> <p>Help the students to improve their fielding skills. Teach the pupils how to defend a space more effectively. Teach pupils how to place a field so that fielders are appropriately balanced. Encourage fielders to maintain an active role in a game by giving them a point in game where they assist in getting a player out. Fielders can work in pairs including a stopper and a thrower.</p> <p>Encourage the pupils to discover techniques that provide them with consistent success, for example 'being ready' and early preparation of their bodies.</p>	<ul style="list-style-type: none"> • Pupils perform actions, often by trial and improvement, and they remember learned responses over a short period of time, for example hand preparation before catching a ball. • Pupils explore a variety of movements and show some awareness of space. • Pupils link two actions together, for example racket back and hit. • They play simple games and may require support to keep score and follow game rules. • Pupils play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. 	<p>Pupils may access the activities with or without support.</p> <p>Access to this unit can be supported by the use of augmented communication systems, e.g. symbols, photographs, signing, written word.</p> <p>Every lesson should start with a suitable warm up activity and end with a suitable cooling down activity.</p> <p>All lessons should have a very clear beginning, middle and ending, and where appropriate be represented visually for students to follow.</p> <p>Ensure the pupils are wearing the appropriate clothing and footwear.</p> <p>Ensure awareness of others when using P.E. equipment.</p> <p>Pupils should be given enough time to practise new skills and to challenge themselves. Make sure they have plenty of turns at different activities.</p>

<p>Selecting and applying skills, tactics and compositional ideas</p> <p>To develop a better understanding of the nature and purpose of different activities;</p>	<p>Help the fielders to defend a space more effectively. Encourage the pupils to think about all areas being covered by a fielder. Communicate with them who is going to retrieve a ball from a specific area. Encourage the pupils to predict the type of shot to expect from a player. Help the pupils to concentrate on making it harder for the batter to score.</p> <p>Teach pupils to change their bowling technique for different batters, they may want to make it easier for a batter if they are working as a pair, or harder if they are part of the opposition. Encourage the bowler to work as a team with the fielders when appropriate.</p> <p>Teach the pupils to select shots that make it harder for the fielders. Encourage the pupils to hit away from the fielders. Encourage the pupils to play an innings. Teach them not to get out too easily. Help them to recognise when to run and how far to run. Teach them how to communicate with their running partner if appropriate.</p> <p>Ensure the pupils know the rules of the game; ask them to communicate the rules to others where appropriate. Encourage them to keep to the rules.</p> <p>Give the students opportunities to experience competitions, for example interschool/class cricket competitions.</p> <p>Give the pupils opportunities to recognise different striking/fielding games, for example cricket, baseball, rounders. This may be through watching video/DVD clips of different sports.</p> <p>Give the pupils the opportunity to play in a number of different roles, including non-playing roles such as umpire, scorer.</p>	<ul style="list-style-type: none"> • Pupils apply potential solutions systematically to problems, for example, reaching out a hand to intercept a moving ball. • They recognise and collect, on request, familiar pieces of equipment, for example a hoop to jump in. • They listen to instructions and stop and start with some accuracy. • They play simple games and may require support to keep score and follow game rules. • They communicate what they are trying to do and why it is a good idea. 	<p>Use equipment that is the correct size and weight for the pupils.</p> <p>Ensure there is enough space to play the games, so that the chance of collisions is reduced.</p> <p>Evidence can be collected through the use of photographs, videos and personal statements for use in Records of Achievements.</p> <p>Ensure pupils are standing sideways on to strike objects, with a well-balanced body position and their rackets high. Ensure they swing their rackets appropriately.</p> <p>Pupils who need to sit to throw or strike, need to sit with their feet flat on the floor for stability.</p> <p>Angle wheelchairs to allow the pupils throwing arm to have room to swing back and to assist with directional guidance.</p>
--	--	--	--

