

# Clarendon Primary PE Scheme of work

Our Physical Development curriculum provides far more than the DfE requirements for PE. Many of our pupils have physical challenges that need addressing in order for them to learn. For some children, there will be discreet sessions with physiotherapists or occupational therapists. However, we believe that wherever possible, physical development (gross and fine motor) should be integrated into our core curriculum. Significant time is given throughout the day for pupils to develop a wide range of physical skills to develop independence, to support sensory needs and to build self-esteem. All children participate in a daily active start, which provides cooperative opportunities for playing and sharing together. This was introduced in September 2017 because many of our pupils have a long journey to school and were not ready to learn when they arrived. Pupils are given time in the playground to join in playing games, running, cycling, climbing etc. This is followed by a shared breakfast that develops social and communication skills as well as practicing fine motor skills e.g. spreading butter and cutting toast. Alongside this, there are traditional PE lessons, weekly yoga and Forest school sessions. Support is provided to develop eating, dressing and other fine motor skills, and for sensory diets as appropriate.

When:	Curriculum	Activities	Equipment
Daily Physical development opportunities outside: 8.30-9.15 11.10-11.30 1pm-1.30	Confidently and safely, use a range of large and small apparatus, alone and in groups.  Develop overall body strength, balance, coordination and agility.  Negotiate space and obstacles safely, with consideration for themselves and others.  Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Refine movement skills: walking, running, jumping, hopping, skipping.  Be part of a team game with rules.	Range of equipment: wheeled toys, wheelbarrows, spinning cones, den-making materials, blocks and planks, climbing wall, climbing frame. Scooters, trikes, 2-wheeler bikes (on the road-marked area only).  MUGA area for ball skills etc.  Lunch-time Music and dance	Muga set up each week: Week 1 Space hoppers Week 2 Obstacle course (focus on balance and jumping skills) Week 3 Football: Travelling with a ball (Cones and balls) Week 4 Aim at a target (Botcha, skittles etc) Week 5 Hitting and striking (soft balls, plastic bats, cones, mini-golf) Week 6 Tennis (nets, balls and rackets) Week 7 variety of small games equipment (encourage team games and rules)
Autumn 1	<b>Gymnastics</b>	Travelling, with variety of actions	mats and benches

	Develop balance, agility and co-ordination Develop flexibility, strength, technique and control Climb safely Jumps	Transference of weight Supporting body weight Body shape in movement; Stretch and curl Twist and turn Use of space, levels, directions Symmetry and asymmetry Partner work Sequence work, development of quality	tables/box large equipment, See ideas booklet for progression of apparatus layout, and to follow instructions for the safe use of large apparatus.
Autumn 2	<b>Dance</b> Developing balance, agility and co-ordination. Copy and remember moves and positions Perform dances using simple movement patterns, progressing to using a range of movement patterns	Watch and mime perform Dance in time to the music Remember a sequence etc. See progression map	Music available every lunch time Locality dance event attended each year by pupils in key stage 2 Specialist teaching from Kelly PPE dance units
Spring 1	<b>Multi-skills</b> Motor planning: sequencing, spatial reasoning Developing balance, agility and co-ordination. Running, jumping and other basic skills.	<b>Circuits, obstacle courses</b> Under, over, through, around etc.	Hoops, tunnels, cones and rods, planks, tyres etc. See ideas booklet for suggested sequence of progression. See PPE-Multi-skills EY and Y1/2
Spring 2	<b>Move energetically</b> Running, jumping, hopping Bilateral co-ordination Developing balance, agility and co-ordination.	See progression map Using 2 hands, e.g. scooter boards, pulling along benches Using 2 feet to control the ball Swimming Sensory circuits	Large and small apparatus Swimming for year 6 Horse riding for all pupils over a 2 year cycle. See PPE- Word moves EY First PE EY/Y1
Summer 1	<b>Ball skills</b> Developing co-ordination and simple tactics for attacking and defending	Rolling, throwing, catching, striking, kicking, racket and ball activities, small games	Bean bags Quoits Airflow balls Foam balls Different sized balls Cones

			Rackets and bats (small plastic bats, foam bats, tennis rackets) Tennis net
Summer 2	<b>Team skills and athletics</b> Participate in team games, developing simple tactics for attacking and defending Develop flexibility, strength, technique and control Demonstrate fair play and respect	Running, throwing, hurdles etc Knowledge and understanding of Fitness and Health Tactics	Sports day
Weekly for Key stage 2 pupils	<b>Forest school</b> Take part in outdoor adventurous activity	Team building, co-operation, adventurous activities	
Weekly for Year 6 pupils	<b>Swimming</b>	See progression map	Hanworth Airpark 3 qualified swimming teachers Specialist teacher input: Kelly
Weekly All pupils once per week in large and smaller groups	<b>Yoga</b> Develop balance, agility and co-ordination Develop flexibility, strength, technique and control		
6 week block every 2 years	<b>Horse riding</b> Develop balance, agility and bilateral co-ordination Take part in outdoor adventurous activity	Park Lane stables A group of 5-6 pupils each half term	
Across the year: Healthy participation/. Healthy eating/healthy life style Linked to PSHE, science, life skills and cooking	Pupils know the importance for good health of physical exercise and a healthy diet.	Healthy body Healthy mind Healthy lifestyles	Cross curriculum PPE- Fitness unit