



# EYFS PE Overview – Arena Scheme of Work

EYFS to ensure the following targets are worked towards through the year through a range of Topic-based activities using inspiration from the Arena Scheme of Work. The aim is that by the Summer Term the children will be having a set PE time with a structured PE lesson to prepare them for PE in KS1. Evidence to be shown through Tapestry portfolios.

To be completed throughout the year through Topic based activities.			<u>Gymnastics</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Fundamental movement skills</u>	<u>Games</u>	<u>Dance</u>	I can copy sequences of movements. I can move my body creatively and imaginatively in different ways. I can experiment with different ways of moving. I can understand associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy' I can follow and repeat a sequence of 3 actions. I can jump off an object and land appropriately. I can experiment with different ways of making shapes with my body. I can crawl over, under and through small apparatus.	<u>Infant Agility</u>	<u>Athletics</u>
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, learning in isolation.	I can roll a ball in an intended direction with force. Stop a moving ball, which has been rolled. Drop a beanbag onto a flat target. Throw a beanbag toward a large target. Chase and track a rolling ball. Kick a ball in an intended direction with force. Stop a moving ball, which has been kicked. Hit a ball from a standing T. Hit a moving ball. Catch a balloon. Catch a beanbag thrown by adult. Bounce a ball and catch it. Throw a tennis ball, head height and catch. I can stay in a marked out area.	I can move to music creatively. I can copy dance moves. I can follow a sequence of 3 moves. Children move to show different feelings created by music.		Introduce to infant agility activities. Throw/run/jump.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



# KS1 PE Overview –Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Gymnastics</b>  <b>(Twinkle unit: year 2 gymnastics under the sea)</b>  I can work on my own and in small groups to create a sequence of 3 movements or actions. I can jump from low bench and land safely. I can jump, creating a shape in the air, landing safely. I can competently roll forwards and sideways. Walking forward on a bench maintaining balance.  I can maintain static balances on 1, 3 or 4 limbs for 10 seconds.  I can make tuck, pike and straddle shapes, when standing, seated or laid flat. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can think of more than one way to create a sequence, which follows a set of 'rules'. I can crawl over, under and through large apparatus.	<b>Dance</b>  <b>(Twinkle unit year 1 Dance Starry Skies)</b>  I can create a sequence of 3 dance moves related to a stimulus. I can begin to create my own dance, moving imaginatively. I can change rhythm, speed, direction and level.	<b>Physical Literacy</b>  <b>(Twinkl unit Year 1 running and jumping)</b>  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Year A:</b> <b>Team games:</b> <b>(Twinkl year 1 invasion games)</b>  <b>Year B: Striking and Fielding</b> <b>(Twinkl Year 2 throwing and catching)</b>  Children can move with speed, agility and coordination when bouncing, dribbling, kicking a ball. Children can stop a moving ball with feet and hands. Children can competently change their speed in order to move and change direction, round objects, into space, avoiding obstacles. Understands special concepts of in front, behind, to the side, between. Hit, roll and throw, with power and accuracy. Children can catch beanbags, large balls and tennis balls. I can follow rules.	<b>Circuit training</b>  <b>(Twinkl circuit training year 2)</b>  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Defending and attacking</b>  <b>(Twinkl year 1 attack and defend)</b>



## LKS2 PE Overview – Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Health Related Fitness</b> <b>(Twinkl circuit training year 4)</b></p> <p>Begin to develop flexibility, strength, technique, control and balance</p> <p>Compare their performances with previous ones.</p> <p>Develop competence to excel in a range of physical activities</p> <p>Are physically active for for an increasing period of time</p> <p>Lead healthy, active lives.</p>	<p><b>Hockey</b> <b>(Twinkl hockey year 4)</b></p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Tag Rugby</b> <b>(Twinkl year 4 tag rugby)</b></p> <p>I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.</p>	<p><b>Year A – Gymnastics</b> <b>(Twinkl year 3 and 4 gymnastics)</b></p> <p>I can share and create phrases independently. I can repeat, remember and perform these phrases in a dance.</p> <p><b>Year B – Dance</b></p> <p>I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can create simple sequences with a partner that incorporate balances, speed, space, direction and rotation.</p>	<p><b>Athletics</b> <b>(Twinkl athletics year 3)</b></p> <p>I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a racing activity, remembering when to run and what to do. I can effectively throw a variety of objects.</p> <p>Compare their performances with previous ones.</p> <p><b>Swimming</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 10 metres.</p>	<p><b>Striking and Fielding</b> <b>(Twinkl strike field cricket)</b></p> <p>I can use different tactics in the game when attacking or defending. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, respect, self-belief and honesty.</p> <p><b>Swimming</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 10 metres.</p>



# UKS2 PE Overview –Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Health Related Fitness</b> <b>(Twinkl circuit training 5/6)</b> develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Develop competence to excel in a broad range of physical activities.</p> <p>Are physically active for sustained periods of time</p> <p>Lead healthy, active lives.</p> <p><b>Swimming</b> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.</p>	<p><b>Netball</b> <b>(Twinkl netball year 6)</b> I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis</p> <p><b>Swimming</b> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.</p>	<p><b>Invasion game</b> <b>(Twinkl invasion games year 5)</b> I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis.</p>	<p><b>Year A – Gymnastics</b> <b>(Twinkl year 5 gymnastics)</b> I can share and create phrases individually, with a partner and in small groups. I can repeat, remember and perform these phrases in a dance.</p> <p>I can use dance to communicate an idea.</p> <p><b>Year B – Dance</b> I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can create simple sequences in pairs or groups that incorporate balances, flight, speed, space, direction and rotation.</p>	<p><b>Striking and Fielding</b> <b>(Twinkl striking fielding year 6)</b> I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.</p>	<p><b>Athletics</b> <b>(Twinkl year 6 athletics)</b> I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Children understand and have developed flexibility, strength, technique control and balance. I can demonstrate stamina over long distance. I can demonstrate speed over short distance. I am controlled when taking off and landing in a jump. I can throw with power and accuracy.</p>