

PE Timetable Autumn Term 2020-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1.	3V RB	5V RB	Rec C RB	3C RB	
Lesson 2.	3C RB	5C RB	Rec V RB	3V RB	
	B	R	E	A	K
Lesson 3.	6C RB	4C RB 4V CT	6V RB		5C RB 5V CT
	L	U	N	C	H
Lesson 4.	2C RB 1C CT	6V RB	4V RB 2C CT	1C RB	
Lesson 5.	2V RB 1V CT	6C RB	4C RB 2V CT	1V RB	Golden Time

RB – Rhys Bowen

CT – Class Teacher

PE Overview - Autumn 1 2020

	<u>Autumn 1</u> <i>Use MUGA & Field when possible</i>		<u>Autumn 1</u> <i>Use MUGA & Field when possible</i>		<u>Autumn 1</u> <i>Use MUGA & Field when possible</i>		<u>Autumn 1</u> <i>Use MUGA & Field when possible</i>
Rec C	Wednesday L1 MUGA/Hall ABC Games (RB)	2 Vale	Monday L5 Field/Hall Athletics (RB)	4 Vale	Tuesday L3 Field/Hall Daily Mile (CT)	6 Vale	Monday L3 Field/Hall Athletics (RB)
Rec V	Wednesday L2 MUGA/Hall ABC Games (RB)		Wednesday L5 Field/Dance Studio Daily Mile (CT)		Wednesday L4 Field/Hall Athletics (RB)		Tuesday L4 MUGA/Hall Basketball (RB)
1 Chad	Monday L4 Field/Dance Studio Daily Mile (CT)	3 Chad	Monday L2 Field/Hall Athletics (RB)	5 Chad	Tuesday L2 Field/Hall Daily Mile (RB)	<u>Key:</u> Time Location Teacher SoW IMPORTANT INFORMATION: Torrential rain withstanding, all lessons should take place outside to allow for appropriate social distancing & Covid-19 safety measures. If inclement weather prevents the lesson from taking place outside, please refer to the lesson location on the timetable. When 2 classes are timetabled to do PE at the same time class teachers need to	
	Thursday L4 Field/Hall Athletics (RB)		Thursday L1 Field/Hall Athletics (RB)		Friday L3 Field/Hall Athletics (RB)		
1 Vale	Monday L5 Field/Dance Studio Daily Mile (CT)	3 Vale	Monday L1 Field/Hall Athletics (RB)	5 Vale	Tuesday L1 Field/Hall Athletics (RB)		
	Thursday L4 Field/Hall Athletics (RB)		Thursday L2 Field/Hall Athletics (RB)		Friday L3 Field/Dance Studio Daily Mile (CT)		
2 Chad	Monday L4 Field/Hall Athletics (RB)	4 Chad	Tuesday L3 Field/Dance Studio Daily Mile (RB)	6 Chad	Monday L3 Field/Hall Athletics (RB)		

<p>Wednesday L4 Field/Dance Studio Daily Mile (CT)</p>	<p>Wednesday L5 Field/Hall Athletics (RB)</p>	<p>Tuesday L4 MUGA/Hall Basketball (RB)</p>	<p>communicate so crowding can be avoided when pupils travel from the classroom to the field & so that athletics lessons delivered don't encroach on the daily mile running track.</p>
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PE Covid-19 Safety Measures: Autumn 1 2020

Maintaining Bubbles – Pupils to remain in their class ‘bubbles’ for PE. Once pupils leave their classroom & arrive in the hall/studio for their PE lesson they then enter a ‘PE Bubble’. If classes are being taught PE by RB, the class teacher will need to make arrangements for their class to arrive at the location (please refer to timetable & overview above) doors, changed & ready for their PE lesson at the time indicated on the timetable. RB will meet the class at the hall/studio door & take responsibility for the class from the time outlined on the timetables above. The class teacher will then need to make arrangements for their class to be collected from the ‘PE Bubble’ (RB will not be returning pupils to their class rooms) – This should be done 5 minutes before the next class are due to arrive at the hall/studio. Arrangements can be made between the class teacher & RB to allow time for pupils to get changed in their own classroom after PE lessons, should this be required.

Maintaining Hygiene – School Covid-19 safety/hygiene policy to be followed & reinforced during PE lessons. If pupils are changing for PE lessons (please refer to school Covid-19 risk assessment) this is to be done in their classroom before they arrive at their PE location & after lessons when pupils return to their classroom. Before leaving the classroom, pupils should be washing their hands in accordance with the school Covid-19 risk assessment. Before leaving the hall/studio to travel to the field/MUGA pupils will have another opportunity to sanitise their hands. Staff leading lessons are responsible for ensuring that hand gel, sanitiser spray, paper towels/disinfectant wipes etc... are included in lesson equipment & taken to the lesson location so that equipment can be wiped down after use. After using/handling PE equipment (javelins, shot puts, discus, sand rakes, cones, basketballs etc...) pupils are to clean hands & should clean hands before leaving the ‘PE bubble’ & returning to their classrooms.

Maintaining Social Distancing – Classes should travel to/from their PE location using the one-way movement system outlined in the school risk assessment. The PE SoWs selected for Autumn 1 2020 have been chosen on the basis that they require minimal equipment & should allow pupils to maintain a suitable distance from their peers whilst taking part in physical activity/education. Athletics SoWs provided by RB can be followed & lane markings/cones/markers can be used to identify where pupils should be standing between throws/jumps/runs to ensure appropriate social distancing. Daily Mile lessons will easily allow for 30 pupils to be spread across the 250m track (staggered starts may be required to avoid crowding at the start of a run) If lessons need to be delivered in the hall long jump & triple jump lessons can be delivered to ensure these distances are maintained whenever possible & daily mile lessons can be replaced by following Joe Wicks workouts – each pupil will be working on the spot in their own space in the hall/studio & should not need to encroach into another person's space.

Use of PE Equipment – Teachers delivering the PE lesson needs to ensure that any equipment being used has been checked for suitability, wiped down/sanitised & set up appropriately before the lesson begins. They should communicate with RB prior to the lesson if they are unsure how to do this. All equipment needs to be wiped down/sanitised after use & before it is returned to the PE store. Whenever possible pupils should not share equipment if this is avoidable. However, If pupils have maintained good hygiene prior to/during lesson they should be able to share equipment safely (eg 1 javelin/discus to be shared by a group of 3 pupils, a basketball to be passed between pupils). Teachers should intervene & oversee the cleaning of shared equipment if they feel that personal hygiene is not being maintained eg a pupil sneezes into their hands & touches a piece of shared equipment before washing their hands. If bibs are required to be worn (Y6 basketball), they can't be shared & must be washed in the washing machine in the staff room before they can be reused – THE TEACHER USING THE EQUIPMENT IS RESPONSIBLE FOR THE CLEANING/WASHING OF THE EQUIPMENT.

First Aid – It is the class teachers' responsibility to ensure that any medication (eg inhalers) are transferred from the ‘Classroom Bubble’ to the ‘PE Bubble’. If PE lessons are delivered by RB it is his responsibility to ensure that medication is returned from the ‘PE Bubble’ to the ‘Classroom Bubble’ after PE lessons. Class TAs qualified to provide 1st Aid should accompany their class to PE lessons. If this is not possible, TAs must

ensure that they have a radio to hand & are on call to deliver 1st aid to pupils from their bubbles if/when required. The teacher delivering the lesson is responsible for ensuring that a suitably stocked 1st aid kit is to hand during all PE lessons. **This will now need to include suitable PPE equipment in accordance with the school's Covid-19 risk assessments & policies**

2020-21 PE Unit Overviews:

PE will be utilised at EYFS stage to reinforce learning through play. Pupils will become more independent as they learn to dress themselves for lessons. They will develop social interaction skills by working in groups & teams. They will get used to transition from one learning location to another & recognise that classroom rules apply in PE lessons in the hall/studio/field in exactly the same way they do in the classroom. Class room learning (knowing left from right, counting scores, recognising colours, learning & applying new vocabulary) will be reinforced during PE activities.

<u>Reception.</u>	
<u>Activity</u>	<u>Unit Objective</u>
ABC Games	Explore different methods of travel. Travel at different speeds & change direction. Understand the concept of balance & apply it to movement/using apparatus. Develop ball tracking skills/ H2E co-ordination. Experiment with sending & receiving techniques. Combine movements using different body parts. Recognise & manipulate sports equipment. Introduction to the health benefits of exercise.
Gymnastics	Explore different methods of travel & flight. Recongnise & replicate the 5 fundamental shapes. Experiment with combining whole body movements. Understand the concept of balance & apply it to movement/using apparatus.
Dance	Experiment with the idea of movement representing an idea/mood. Experiment with combining movements. Replicate movements. Explore the concept of rhythm & moving in

	time to a beat. Respond to a stimulus. Understand that different cultures have different types of dance.
Athletics	Introduction to structured competitive activity. Explore how to combine whole body movements. Learn to replicate actions. Learning to perform at maximum levels. Recognising the effect that exercise has on the body.

In Year 1 an emphasis will be placed on enhancing gross motor skills, H2E co-ordination & spatial awareness. Pupils will be expected to throw (underarm) & catch a fed pass with increasing consistency. Through gymnastics, dance & athletics pupils will learn to combine their movements with improving control. They will become familiar with the basic shapes & movements in gymnastics and simple compositional elements in dance, identifying them & replicating them. Throughout the year they will become increasingly aware of the importance of PE as part of a health active lifestyle & how to exercise safely.

<u>Year 1.</u>	
<u>Activity</u>	<u>Unit Objectives</u>
Essential Elements (These objectives will be taught & reinforced across all units)	I can dress myself (in 5 mins). I know that I need to warm up before exercise. I know that being active is good for me and is fun. I can follow safety rules in PE lessons. I know that my body starts to feel different when I exercise. I know the difference between left & right.
Dance	I can copy and remember moves and positions. I can co-ordinate movement to music. I can link different movements together. I can perform movements that reflect a theme, idea or mood. I can dance with a partner.
Games	I can catch, roll a ball, throw under arm and over arm. I can perform a range of passing & receiving techniques. I can strike a ball using different equipment & techniques. I can use different techniques to travel (dribble) with the ball. I can take turns & share equipment. I can follow instruction when I play games.

Gymnastics	I can travel forward, backwards & sideways using different forms of travel (eg steps, jumps, rolls). I can perform some basic rolling techniques (eg log, egg, forward rolls). I know what a balance is & can balance using different parts of my body. I can perform the 5 types of jump. I can perform the 5 basic shapes. I can follow safety rules when I use gymnastic equipment/apparatus.
Athletics	I know the difference between sprinting & running. I can stay in lane when I run on the track. I can experiment with different throwing techniques & decide which technique I'm best at. I can combine different jumping techniques & experiment with different jumping techniques, deciding which I'm best at. I can follow safety/starter instruction in different events

The focus in Y2 is about developing consistency and accuracy when performing previously learned skills. This will enable pupils to begin applying previously learned skills to conditioned games and increasingly sport specific situations. This may include combining gymnastic movements to create sequences, including different compositional elements when dancing, utilising passing and catching skills when playing benchball or using throwing and rolling skills to play Boccia. Pupils will also be encouraged to reflect on their own performances and comment on the demonstrations of others.

<u>Year 2.</u>	
<u>Activity</u>	<u>Unit Objective</u>
Essential Elements (These objectives will be taught & reinforced across all units)	I can dress myself (including buttons, zips & tying up laces). I can warm up and cool down appropriately and explain why this is important. I know that I should be physically active for 60 mins every day. I can use space and equipment safely. I can explain that physical activity can make me feel hot, sweaty & my breathing gets faster. I know which is my dominant hand/foot.
Dance	I can copy and remember sequences of movements (Phrases). I can vary the speed of my movements depending on the tempo of the music. I can smoothly move from one movement to the next, linking multiple movements. I can work in a group using unison, canon & mirroring in a dance.
Games	I can catch consistently, roll a ball, throw under arm and over arm with accuracy. I can perform a range of passing technique, with accuracy, & a range of receiving techniques with control. I can strike a ball (using different equipment & techniques) with increasing power & accuracy.

	<p>I can change direction & speed when I dribble with the ball.</p> <p>I can follow the rules of a game.</p> <p>I can make decisions for myself when I play games.</p>
Gymnastics	<p>I can travel gracefully, with control & precision.</p> <p>I can perform a range of rolling techniques with control.</p> <p>I can perform different 'support' positions & replicate partner balances, & counter-balances.</p> <p>I can land with control when performing different types of jump.</p> <p>I can perform the 5 basic shape in balance &/or flight.</p> <p>I can safely use equipment and apparatus with confidence and control.</p>
Athletics	<p>I can follow a set pace when I run over longer distances.</p> <p>I can co-ordinate the movement of my arms & legs to sprint more quickly.</p> <p>I can use side-on throwing techniques for different events.</p> <p>I can use different jumping techniques for different events</p> <p>I can follow the rules & 'compete' in an athletic event.</p>

(Covid -19 restrictions permitting) This year will focus heavily on meeting the KS2 National Curriculum swimming objectives, with pupils attending swimming lessons once a week. As a result, attainment in swimming will contribute towards 50% of the Y3 swimming assessment. In Year 3 pupils will begin to take greater ownership of their learning & become more innovative with their work. In dance & gymnastics they will start to work in pairs/groups & choreograph their own sequences & routines. Pupils will be expected to use sport specific terminology when describing/reflecting on performances. They will also start to develop sport specific skills in net & wall/ striking & fielding/ invasion games & explore ways to outwit an opponent in opposed activities. Pupils will also begin undertaking leadership roles in PE.

<u>Year 3.</u>	
<u>Activity</u>	<u>Unit Objective</u>
Essential Elements (These objectives will be taught & reinforced across all units)	<p>I can organise myself & bring the correct kit for the correct lesson.</p> <p>I know that a warm up includes a pulse raiser, stretches & joint mobilisation.</p> <p>I can identify different 'activities' that count towards my daily 60 active minutes.</p> <p>I can follow safety rules in opposed activities.</p> <p>I can explain that I breath faster when I exercise because my body needs more oxygen</p> <p>I can move into position to utilise my dominant hand/foot.</p>
Swimming	<p>I can swim confidently and proficiently over 25 metres.</p> <p>I can use a range of strokes effectively</p> <p>I can perform self-rescue in different water based situations</p>
Dance	<p>I can compose my own sequences of movement (Phrase)</p> <p>I can keep time when I dance</p> <p>I can choose my own movements and combine them with control and rhythm.</p> <p>I can work in a group that performs a dance (Motif) that reflects an idea or theme</p> <p>I can include different levels & pathways in my movement</p>

Games	<p>I can use different catching, rolling & throwing skills in opposed games</p> <p>I can use movement & different passing/receiving techniques in opposed games</p> <p>I can strike a ball (using different equipment & techniques) in different types of games</p> <p>I can dribble with the ball with control in a game</p> <p>I can follow agreed rules and explain the basic rules of a game.</p> <p>I can apply tactics when I play in a game</p>
Gymnastics	<p>I can combine different types of travel to create a movement sequence</p> <p>I can include different rolls in movement sequences</p> <p>I can work as part of a team (as a balancer or supporter) to replicate group balances</p> <p>I can select the jump I wish to perform, taking off & landing with precision & control</p> <p>I can replicate sequences that incorporate the 5 basic shapes</p> <p>I can perform movement sequences on/off gymnastic apparatus</p>
Athletics	<p>I can pace myself when I run over longer distances</p> <p>I can keep my head still when I sprint</p> <p>I can replicate different 'correct' throwing techniques for different events</p> <p>I can replicate different 'correct' jumping techniques for different events</p> <p>I can coach a javelin thrower & officiate the standing long jump</p>

(Covid -19 restrictions permitting) Pupils not who have not previously reached KS2 expected levels in swimming will continue with weekly swimming lessons, continuing start to develop range of strokes and experiment with ways to enter deeper water safely. Pupils will begin to undertake a wider range of roles in lessons, with pupil coaching/peer assisted learning becoming a key aspect of gymnastic & athletic units. Games activities will become more competitive, with greater emphasis being placed on pupils learning to utilise previously learned skills ways to outwit an opponent. In dance pupils will learn to dance with a partner & perform a range of different dances in our Dancing in Classrooms showcase.

<u>Year 4.</u>	
<u>Activity</u>	<u>Unit Objective</u>
Essential Elements (These objectives will be taught & reinforced across all units)	<p>I understand that it is hygienic to change clothes before & after exercise</p> <p>I can identify which parts of my body I need to stretch/mobilise before I do a particular sport</p> <p>I know which physical activities I prefer to take part in</p> <p>I can work safely with space and equipment in independent & group activities.</p> <p>I can find my pulse & explain that my heart beats faster when I exercise because it needs to pump more blood</p> <p>I can use my non-dominant hand/foot if required</p>
Swimming	<p>I can swim confidently and proficiently over 25 metres.</p> <p>I can use a range of strokes effectively</p> <p>I can perform self-rescue in different water based situations</p>
Dance	<p>I can learn the steps to different routines</p> <p>I can take the lead when working with a partner or group.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can identify how performance can be improved through self-assessment and peer critique feedback.</p> <p>I can perform to different audiences</p>

Games	<p>I can outwit an opponent using my catching, rolling & throwing skills</p> <p>I can outwit an opponent using intelligent movement & a range of passing receiving techniques</p> <p>I can achieve success in an opposed game using a range of striking technique</p> <p>I can outwit an opponent using a range of dribbling techniques</p> <p>I can respect my team-mates, opponents & rules when I play a game</p> <p>I can identify my opponents strength/weaknesses & select an appropriate tactic</p>
Gymnastics	<p>I can use different types of travel to perform movement sequences on & off apparatus</p> <p>I can roll to safely exit a balance position</p> <p>I can support & perform inverted balances (eg Headstand, Handstand).</p> <p>I can vault using different techniques.</p> <p>I can choreograph sequences that incorporate the 5 basic shapes</p> <p>I can choreograph movement sequences on/off gymnastic apparatus</p>
Athletics	<p>I can set myself a SMART target for a long-distance run</p> <p>I can officiate a sprint race</p> <p>I can recall & refine correct throwing technique for different events</p> <p>I can recall & refine different jumping techniques & know which foot I prefer to take off from</p> <p>I can coach a standing long jumper</p>

In Year 5 pupils take on greater ownership of their learning. They will be taught how, then expected to lead their own warm ups & cool downs. They will begin to understand the impact exercise has on their body by linking this to their learning in science. This in turn helps to develop an understanding of the role exercise take in a healthy, active lifestyle. More able pupils will be pushed towards leadership roles & learn how they can have a positive impact on the performance of their peers. The focus of games based lessons will be on developing an understanding of movement & positional play. Dance & gymnastic units will focus on refining techniques, with pupils choreographing their own sequences & combining increasingly complex movements with precision, fluency & control. In athletics pupils will continue to develop their leadership skills.

<u>Year 5.</u>	
<u>Activity</u>	<u>Unit Objective</u>
Essential Elements (These objectives will be taught & reinforced across all units)	<p>I understand that it is good personal hygiene to bath/shower on days when I have been physically active</p> <p>I can undertake an independent warm up & name some of the muscles I'm stretching & joints I'm mobilising</p> <p>I find opportunities to be physically active outside my PE lessons</p> <p>I can be 'competitive' & safe when I take part in physical activities.</p> <p>I can explain the short-term effect of exercise on my body using some scientific language (pulse, heart rate, oxygen, carbon dioxide etc...)</p> <p>I can play/perform in a position that favours my dominant hand/foot</p>
Dance	<p>I can work in a group that choreographs a Motif</p> <p>I can work in a group that choreographs phrases to specific timings</p> <p>I can transition between positions to maintain fluency & timing</p> <p>I can get into character when I dance</p> <p>I can include a range of compositional elements in my performance</p>

Games	<p>I can select a position to play based on the strength/weakness of my catching, rolling & throwing skills</p> <p>I can select a position to play based on the strengths/weaknesses of my movement, passing & receiving skills</p> <p>I can select where I want to strike the ball depending on the position of my opponent</p> <p>I can consistently make good decisions about when to pass & when to dribble</p> <p>I can demonstrate good sportsmanship when I play</p> <p>I can vary my movement & positional play based on the game situation</p>
Gymnastics	<p>I can choreograph a movement sequence, selecting types of travel/direction of travel that link smoothly to my previous movement</p> <p>I can include a range of rolls, performed in a technically correct way, in a movement sequence</p> <p>I can utilise large & small apparatus in a balance</p> <p>I can select a form of flight appropriate to the apparatus I'm using</p> <p>I can show creativity and imagination in my work</p> <p>I can set up & put away gymnastic apparatus safely (under supervision)</p>
Athletics	<p>I can coach a distance runner</p> <p>I can coach a sprinter</p> <p>I can add an approach to a throwing technique</p> <p>I can add an approach to a jump & replicate the 'Fosbury Flop'</p> <p>I can officiate different throwing events</p>

By the time pupils finish KS2 they will understand how to exercise safely & effectively, understanding the importance that physical activity has in a healthy active life style. Throughout Year 6 pupils will learn to lead their own warm ups & officiate in a range of sports. In dance and gymnastics pupils will continue working in groups choreographing sequences & routines. Pupils will also learn to undertake formal self-assessment of their work. An emphasis will be placed on team work & problem solving, with stronger pupils adopting leadership roles & the responsibility that entails. In games activities pupil will focus on their decision making in opposed situations. They will also have the opportunity to take part in orienteering activities that will help to develop map reading skills.

<u>Year 6.</u>	
<u>Activity</u>	<u>Unit Objective</u>
Essential Elements (These units will be taught & reinforced across all units)	<p>I can explain how to maintain good personal hygiene, & why this is important, when you live a healthy & active lifestyle</p> <p>I can develop and lead a warm-up session.</p> <p>I can explain how being physically active helps a person to live a healthier lifestyle</p> <p>I can work safely with space and equipment and explain safety principles.</p> <p>I can use simple language to explain the long-term effect of regular exercise on the body</p> <p>I can select a position/tactic that favours my dominant hand/foot</p>
Dance	<p>I can perform dances from different cultures with precision, control and fluency.</p> <p>I can time my movements without music</p> <p>I can undertake a formal self-assessment</p> <p>I can watch a performance and identify different compositional elements.</p>

Games	<p>I can select & vary which catching, rolling, throwing skill to use based on the game situation</p> <p>I can select & vary my movement & which passing/receiving skills to use based on the game situation</p> <p>I can select & vary how I want to strike the ball depending on the game situation</p> <p>I can select & vary how I want to dribble the ball depending on the game situation</p> <p>I can explain game rules and use these consistently to umpire or referee a game.</p> <p>I can adapt my tactics depending on the game situation</p>
Gymnastics	<p>I can challenge myself to perform more complex movements in a gymnastic sequences.</p> <p>I can observe a roll being performed & identify ways the roll can be improved or 'up-levelled'</p> <p>I can choreograph a gymnastic sequence that culminates in a group balance</p> <p>I can observe a jump being performed & identify ways the jump can be improved or 'up-levelled'</p> <p>I can adapt my work in response to feedback received</p> <p>I can use a variety of equipment and apparatus appropriately when I perform.</p>
Athletics	<p>I can compete with others and keep track of PB performances, setting targets for improvements</p> <p>I can sprint start</p> <p>I can coach different throwing techniques</p> <p>I can perform a range of jumping techniques & select my preferred technique to use when competing</p> <p>I can officiate a range of track & field events</p>
OAA	<p>I can read/follow a map.</p> <p>I can use clues and a compass to navigate a route.</p> <p>I can change my route to overcome a problem.</p> <p>I can collect information to solve a question or a problem.</p>