



Lansdowne School

Schemes of work – Physical Education

By the end of the Access pathway pupils will:

- Develop an enjoyment for various sports.
- They will be able to wait their turn and perform basic skills with some control and accuracy.
- Students will be able to follow a basic warm up routine as well as follow simple instructions during the lesson.
- They will be able to run, collect, kick, strike, throw and hit various objects with basic control and coordination.

By the end of the M.1 pathway pupils will:

- Perform various skills and actions with some control, balance and accuracy.
- They will start to show an understanding of the rules involved in various games.
- They will begin to use some of the skills learnt within structured games.
- They will be able to say what they have done and what they would like to get better at.

By the end of the M.2 pathway pupils will:

- Perform a range of skills and actions with good control, balance and coordination.
- They will begin to show some understanding tactical play in their performance.
- They will be able to reflect on their own performance and identify areas where they will need to improve on.
- Students will be able to discuss the benefits that sport have on their health and fitness.

By the end of the M.3 pathway pupils will:

- Apply skills and actions learned within a structured game.
- They will demonstrate fluency in their movements as well as when they are performing skills.
- Through the use positional play and tactics will attempt to outwit and outplay their opponents.
- They can reflect on their learning, comment on their own and others' actions and make suggestions on how to improve even further.

Learning Intention	Skills	Learning Strategies
<u>Athletics</u> To master and participate in athletic skills	Pupils will: <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- 	Access: <ul style="list-style-type: none"> • Adults to model skills and actions: Students to copy, remember, repeat and explore simple skills with basic control and co-ordination.

	<p>ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> • Staff to model how skills and actions used in general play. Students begin to link skills and actions in ways that suit the activity. • <i>Oracy opportunities:</i> Group and peer discussions - Talk about how their bodies feel during an activity. Is my heart beating faster or slower during exercise. What have I done well? What would I like to get better at? • Regular feedback, encouragements and guidance from staff as students develop their sport related skills. • Staff to provide students with regular and constructive feedback to ensure progress is made over time. <p>M.1:</p> <ul style="list-style-type: none"> • Students to copy, remember, repeat and explore simple skills with increased control and co-ordination. • Students begin to successfully link skills and actions in ways that suit the activity.(using correct techniques, body position, stance, grip etc) • <i>Oracy opportunities:</i> Students to talk about how their bodies feel during an activity. (warm/cold, heart rate etc.) • Students to comment on their strengths and areas that needs improvement. • Students begin to record their results on an assessment sheet. • Staff to provide students with regular and constructive feedback to ensure progress is made over time. <p>M.2:</p> <ul style="list-style-type: none"> • Students to copy, remember, repeat and explore skills and actions with good control, balance and co-ordination. • Students are encouraged to vary skills, actions and ideas and link them in ways that suit the activities. • Simple tactics and positional play are introduced to help students outplay their opponents. • <i>Oracy opportunities:</i> Students to discuss differences between their own and others' performances, and suggest improvements. • Staff to provide students with regular and constructive feedback to ensure progress is made over time. <p>M.3:</p>
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<p>Team Games To understand the skills, tactics and rules for team games and to join in a team game.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • 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 • Take part in outdoor and adventurous activity challenges both individually and within a team • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Access:</p> <ul style="list-style-type: none"> • Adults to model skills and actions: Students to copy, remember, repeat and explore simple skills with basic control and co-ordination. • Students begin to link skills and actions in ways that suit the activity.(e.g. passing receiving, shooting, dribbling etc.) • <i>Oracy opportunities:</i> Group and peer discussions - Talk about why it is important to be a good team mate. Discussion on importance of following the rules of the game. • Regular feedback, encouragements and guidance from staff as students develop their sport related skills. <p>M.1:</p> <ul style="list-style-type: none"> • Students to copy, remember, repeat and explore simple skills with increased control and co-ordination. • Students begin to successfully link skills and actions in ways that suit the activity.(using correct techniques, body position, stance, grip etc) • <i>Oracy opportunities:</i> Students to talk about how their bodies feel during an activity. (warm/cold, heart rate etc.) • Students to comment on their strengths and areas that needs improvement. • Students begin to record their results on an assessment sheet. • Staff to provide students with regular and constructive feedback to ensure progress is made over time.

		<p>M.2:</p> <ul style="list-style-type: none"> • Students to copy, remember, repeat and explore skills and actions with good control, balance and co-ordination. • Students are encouraged to vary skills, actions and ideas and link them in ways that suit the activities. • Simple tactics and positional play are introduced to help students outplay their opponents. • <i>Oracy opportunities</i>: Students to discuss differences between their own and others' performances, and suggest improvements. • Staff to provide students with regular and constructive feedback to ensure progress is made over time. <p>M.3:</p> <ul style="list-style-type: none"> • Give reasons why warming up before an activity is important • Say why physical activity is good for their health • Apply skills with co-ordination and control • Select and use skills, actions and ideas appropriately • Show an understanding of tactics by beginning to vary how they respond during structured games. • Recognise when their work is similar or different to others + use this understanding to improve performance. • Staff to provide students with regular and constructive feedback to ensure progress is made over time. • Students to begin using video analysis to reflect on techniques and to suggest areas for improvement.
<p><u>Dance/Warm Up</u> To join in with dance sequences.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns 	<p>Access:</p> <ul style="list-style-type: none"> • Students to follow visual moves and action displayed on the projected screen. Adults to take part in dancing whilst guiding and encouraging participation in the dance. • Students begin display movements that roughly reflect that of the modelled dancer. • <i>Oracy opportunities</i>: Group and peer discussions – What did you like about the song? Was the moves easy or hard? Was the tempo of the song fast or slow? • Regular feedback, encouragements and guidance from staff as students develop their range of motion, balance and coordination when performing movements.

		<p>M.1</p> <ul style="list-style-type: none">• Students are able to copy, remember, repeat and explore basic movements and routines with increased control and co-ordination.• Students start to perform the dance sequences with basic control and accuracy.• <i>Oracy opportunities:</i> Talk about their likes and dislikes associated with the songs that they are dancing to.• Begin to describe and comment on own and others' actions.• Students begin to reflect on the songs. They understand that dancing is beneficial to their health and fitness. <p>M.2</p> <ul style="list-style-type: none">• Copy, remember, repeat and explore skills and actions with control and co-ordination.• Students begin to vary skills, actions and ideas and link them in ways that suit the activities.• Simple tactics and positional play are introduced to help students outplay their opponents.• <i>Oracy opportunities:</i> Students to discuss the benefits of dancing (e.g. health, fitness, mental wellbeing etc) <p>M.3:</p> <ul style="list-style-type: none">• Teachers to facilitate student led warm ups. Students to show an understanding of why warming up before an activity is important.• Apply skills with co-ordination and control• Select and use skills, actions and ideas appropriately• Show an understanding of tactics by beginning to vary how they respond during structured games.• Recognise when their work is similar or different to others + use this understanding to improve performance.• <i>Oracy opportunities:</i> Students to discuss the benefits of dancing (e.g. health, fitness, mental wellbeing etc). Students to brainstorm ideas on the short and long term effects of exercise on the body.• Staff to provide students with regular and constructive feedback to ensure progress is made over time.
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<p><u>Swimming</u> To participate in swimming lessons and become an independent swimmer</p>	<ul style="list-style-type: none"> • Pupils will take part in 6-10 swim lessons during the year. Each session will be led by 2/3 swim coaches from the Brixton Recreation Centre. Activities include: • All students to develop their confidence in the water. • They learn to follow safety instructions whilst enjoying all the benefits of being proficient in the water. • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Access:</p> <ul style="list-style-type: none"> • Adults to model skills and actions: Students to copy, remember, repeat and explore simple skills with basic control and co-ordination. If needed, an adult will support the students in the water. • Some students will make use of floating aids to assist them in their swimming/buoyancy. • Students begin to link skills and actions in ways that will support their swimming skills. • <i>Oracy opportunities</i>: Group and peer discussions - Talk about what they enjoyed most about their swim session. • Regular feedback, encouragements and guidance from staff as students develop their swimming skills. <p>M.1:</p> <ul style="list-style-type: none"> • Copy, remember, repeat and explore simple skills with increased control and co-ordination. • Students begin to link basic skills and actions when performing various swimming techniques. • <i>Oracy opportunities</i>: Students to talk about how their bodies feel during an activity. (warm/cold, heart rate etc.) • Students to comment on their strengths and areas that needs improvement. • Students to reflect on what they have done well and what they would like to improve on. <p>M.2:</p> <ul style="list-style-type: none"> • Students to copy, remember, repeat and explore different swimming techniques with increased accuracy and co-ordination. • Simple tactics and positional play are introduced to help students outplay their opponents. • <i>Oracy opportunities</i>: Students to discuss differences between their own and others' performances, and suggest improvements that they need to make in their own techniques. <p>M.3:</p> <ul style="list-style-type: none"> • Students are able to follow the swim coach's instructions and apply knowledge and techniques when using different strokes whilst
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		<p>swimming. (breast stroke, crawl, backstroke, effective breathing techniques)</p> <ul style="list-style-type: none">• Students will still use floating devices when practicing certain strokes in the water.• Recognise when their work is similar or different to others and use this understanding to improve performance.• <i>Oracy opportunities:</i> Students to discuss the benefits of swimming. Students to show an understanding through discussion why swimming aids are important and how improving on techniques will lead to you becoming a more proficient swimmer. How can the proper breathing techniques in swimming improve your overall performance in the water?
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