

# The Red Door School



## PE School Plan

**Developed:** 2020-2021

**Next Review date:** 2021-2022



School Plan: SUBJECT AREA: P.E

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	<b>Strand: Outdoor and Adventure Activities</b>	
		<b>Strand units: Walking</b>	<b>Strand units: Walking</b>
	<p><b>Differentiated activities – to undertake short walks around a familiar area.</b></p> <p><b>General:</b> To undertake short walks, outside the school site where possible. Participate in a hide and seek walk. React to the new sights and sounds using verbal and gestural expressions.</p> <p><b>Mild:</b> Participate in a group walk, taking turns to lead the group during the walk. Stay with the group while out walking.</p> <p><b>Moderate:</b> Undertake short walks around a familiar area. Show interest and participate in walking activities within and around the school. Visit the local park and follow designated paths.</p>	<p><b>Differentiated activities – undertake short walks outside the familiar area</b></p> <p><b>General:</b> Find an object on the school site, given simple clues – treasure hunt. Identify areas of the hall, playing field or school site. Find objects or areas by following a simple plan. Visit the local park and town trails.</p> <p><b>Mild:</b> Find an object in a confined area of the school site, given simple clues.</p> <p><b>Moderate:</b> Undertake short walks outside the familiar environment. Show curiosity about new surroundings when walking. Observe changing scenery while exploring new routes.</p>	
	<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>	
My Family	<b>Strand: Outdoor and Adventure Activities</b>		
	<b>Strand units: Orienteering</b>	<b>Strand units: Orienteering</b>	
	<p><b>Differentiated activities</b></p> <p><b>General:</b> To identify areas of the hall, playing field or school site-engaging in activities to encourage the child to begin ‘to find the way’, identify the front, the back, left or right of hall. To follow directions eg take three steps forward, one step backwards, three steps to the right and seven steps to the left.</p> <p><b>Mild:</b> Play hot or cold game to locate hidden objects in the classroom/environment.</p> <p><b>Moderate:</b> Develop an awareness of directional signs/symbols. Go to features in classroom identified by photographs or pictures.</p>	<p><b>Differentiated activities</b></p> <p><b>General:</b> To find objects or areas by following a simple plan(set of drawings)-following a snake walk’ ( a route marked on a drawing of the floor area) that involves negotiating obstacles to reach a target object. Leading another child around a course, the second child records the route on an unmarked plan.</p> <p><b>Mild:</b> Show understanding of changing directions. Follow verbal/visual directions.</p> <p><b>Moderate:</b> Develop an awareness of directional signs/symbols</p>	
<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>		
Autumn		<b>Strand: Outdoor and Adventure Activities</b>	



O C T O B E R		<b>Strand units: Outdoor Challenges</b> <b>Differentiated activities</b> <b>General:</b> To undertake adventure trails. To safely complete an obstacle course (constructed indoors or outdoors) using large and small apparatus or natural features by stepping, crawling, hanging, pulling, sliding crawling through and under mazes or tunnels constructed with benches, mats, tyres etc to find a specific object at the end <b>Mild:</b> Undertake adventure trails. <b>Moderate:</b> Undertake co-operative activities.	<b>Strand units: Outdoor Challenges</b> <b>Differentiated activities</b> <b>General:</b> To undertake in simple co-operative activities-following a blind trail: the child blindfolded, follows a short trail made with cord, with one hand on the cord, passing over, under and through or around obstacles. <b>Mild:</b> Complete an obstacle course set indoors in a safe environment. <b>Moderate:</b> Develop an awareness of the safety aspects of adventure trails. Listen to instructions on safety.
	Halloween	<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
		<b>Strand: Outdoor and Adventure Activities</b> <b>Strand units: Understanding and appreciation of adventure activities</b> <b>Differentiated activities</b> <b>General:</b> To develop an appreciation of and respect for the environment around student - be aware of litter in all environments – collect litter when out on school walk, dispose of litter in playground and classroom. <b>Mild:</b> Make a Halloween character from litter. Collect sweet wrappers for art. <b>Moderate:</b> As above - as well as help to keep classroom clean and tidy.	<b>Strand unit: Outdoor Challenges</b> <b>Differentiated activities</b> <b>General:</b> To develop an appreciation of and respect for the environment explored, disposing of litter in the community/to help clear litter in beauty spots. To make a project around litter. Talk about why litter is so bad. (spoiling our streets and beaches) Make a quiz about litter. <b>Mild:</b> Make a litter bug for Earth day. Make an origami rubbish bin and then decorate when dry. <b>Moderate:</b> Keep classroom clean and tidy.
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
N O V E M B E R	Planet Earth In Space	<b>Strand: Gymnastics</b> <b>Strand units: Movement</b> <b>Differentiated activities</b> <b>General:</b> Develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space. Practise and perform the forward roll with control. <b>Mild:</b> Engage independently in vestibular movement. Travel along, across and around mats and benches Practise rocking and rolling activities leading to a forward roll across a mat. <b>Moderate:</b> Travel with support the length of a bench. Walk/wheel along a line on the floor (chalk, painted, taped) Transfer body weight with assistance.	<b>Strand units: Understanding and appreciation of gymnastics</b> <b>Differentiated activities</b> <b>General:</b> Observe and describe movement and ask and answer questions about it – identifying ways of travelling across a bench and transferring movement onto the floor. Develop the ability to lift, carry and place apparatus correctly. Develop good body tension and posture through gymnastic positions and movement. <b>Mild:</b> Show understanding of how to absorb energy to avoid shock when landing. <b>Moderate:</b> Develop awareness of others when using apparatus. Identifying by name or gesturing to the parts of the body used in the movement activity.
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>



D E C E M B E R	Christmas	<b>Strand: Games</b>	
		<b>Strand units: Sending receiving and Travelling</b>	<b>Strand units: Sending, receiving and travelling</b>
		<b>Differentiated activities</b> <b>General:</b> Practise <b>ball handling</b> skills: Bounce-passing from a stationary position using a small or large ball. Receiving (catching) a pass at various heights. <b>Mild:</b> Ball handling skills – rolling or throwing a small ball at a target, chest passing from a stationary position using a large ball. <b>Moderate:</b> Have opportunities to touch and handle a variety of equipment of different shapes weights and textures. Show curiosity about the movement of different balls. Explore further ways to move the above objects.	<b>Differentiated activities</b> <b>General:</b> Develop and practise <b>kicking skills</b> . Kicking a ball to a partner or at a target along the ground using the inside, instep and outside of the foot. Taking a step and kicking a round or oval ball from the hands. <b>Mild:</b> Controlling a ball with the foot by trapping or stopping it. Dribbling a ball with the foot and trapping or stopping it. <b>Moderate:</b> Observe teachers and others kicking a ball around the room and show interest in the action of kicking. With decreasing help make contact with stationary ball at foot level, begin to make kicking action.
<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>		
J A N U A R Y	Winter-hot and cold	<b>Strand: Games</b>	
		<b>Strand units: Sending receiving and Travelling</b>	<b>Strand units: Sending, receiving and Travelling</b>
		<b>Differentiated activities</b> <b>General: Ball handling-Carrying and striking-develop and practise</b> carrying and striking skills. Striking a ball against a wall using a tennis racket. <b>Mild:</b> Throwing a bean bag or ball under arm in the air. Throwing under-arm and over-arm at a large target. <b>Moderate:</b> Catching by cradling (scooping) passing games and taking turns with ball, bean bag, baton.	<b>Differentiated activities</b> <b>General: Carrying and striking</b> Striking the ball against a wall using the hand allowing it to bounce once between each stroke. Dribbling or striking a ball for accuracy along the ground using a hurley or hockey stick Striking a ball through the air at a target using a hurley. <b>Mild:</b> Experience holding a light racket or bat. <b>Moderate:</b> Carry or be helped to carry a bean bag on different parts of the body. Show curiosity about a selection of rackets/bats.
<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>		
	Weather	<b>Strand: Games</b>	
		<b>Strand units: creating and playing games</b>	<b>Strand units: Understanding and appreciation of games</b>
		<b>Differentiated activities</b> <b>General:</b> Play small sided (mini) versions of games eg bench ball, or modified game of basketball. Pairs tennis (no net necessary) <b>Mild:</b> Play simple playground games, dodge ball, jump rope, stuck in the mud and frozen beanbag. Cat and mouse, keep the basket full, fox and geese, hot ball.	<b>Differentiated activities</b> <b>General:</b> Discuss and develop control in movement skills related to games – running, jumping, changing speed, stopping and starting. Develop problem solving and decision making strategies – inventing simple sequences. dodge ball, jump rope, stuck in the mud and frozen beanbag. <b>Mild:</b> Create and develop games in pairs or in small groups –pig in the middle or passing games.



		<p><b>Moderate:</b> Play passing games and taking turns with ball, bean bag, baton. Rolling a ball at a target. Seek to record points scored. Participate in playing games in pairs and with a small group.</p>	<p>Mini rounders, using a simple bat involving 4 players <b>Moderate:</b> Develop movement skills relevant to games. Apply simple rules to games. Sustain concentration for short periods. Develop awareness of keeping a simple score.</p>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
F E B R U A R Y	Love	<b>Strand: Dance</b>	<b>Strand units: Understanding and appreciation of dance</b>
		<b>Strand units: Understanding and appreciation of dance</b>	<b>Strand units: Understanding and appreciation of dance</b>
		<p><b>Differentiated activities</b> <b>General:</b> Observe, describe and discuss simple dance – describe the body parts used and comparing and contrasting the body shape and actions in the growing and shrinking phase of the Alice in Wonderland dance. Identify the sections of a dance as beginning, middle and end – the toy story dance. <b>Mild:</b> Move different parts of the body to different musical instruments. Imitate a variety of travel actions. Follow a leader while imitating his/her movements. <b>Moderate:</b> Experience how different parts of the body can move. Participate in a variety of travelling actions. Perform simple movements to rhyme – Hokey cokey, One finger</p>	<p><b>Differentiated activities</b> <b>General:</b> Interpret a mood or emotion observed in movement – identifying how the feeling of fear is communicated through analysing facial expressions, gestures and body actions. <b>Mild:</b> With teachers guidance perform an animal dance. Work with others to create arches and tunnels. <b>Moderate:</b> Be helped to freeze his/her position when music stops. Develop movement responses to a variety of stimuli. Participate in a variety of travelling actions.</p>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
	Animals	<b>Strand: Dance</b>	<b>Strand units: Exploration, creation and performance of dance</b>
		<b>Strand units: Exploration, creation and performance of dance</b>	<b>Strand units: Exploration, creation and performance of dance</b>
		<p><b>Differentiated activities</b> <b>General:</b> Explore and develop a greater range of movements of body parts and body actions to include turning – placing an imaginary ping-pong ball on the shoulder, bouncing it and throwing it up in the air, then catching it on the back, hip, sole of the foot or wrist. <b>Mild:</b> communicate through simple movements a range of feelings, joy, anger, happy. <b>Moderate:</b> Participate in a variety of travelling actions. Explore how different parts of the body can move. Indicate awareness of different types of music.</p>	<p><b>Differentiated activities</b> <b>General:</b> Create, practise and perform dances showing a clear, beginning, middle and end – Alice in Wonderland dance. Respond imaginatively to stories and poems. <b>Mild:</b> Interpret a mood or emotion – when exploring a circus theme, identify the happy gestures or movements of the funny clown and the sad gestures of the crying clown. <b>Moderate:</b> Experience how different parts of the body can move. Move to action songs and rhymes. Imitate actions of an adult with the necessary prompting.</p>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
M	Mothers Day	<b>Strand: Games/aquatics</b>	



A R C H	St Patrick's Day	<b>Strand units: Hygiene/Safety</b>	<b>Strand units: Entry to and exist from the water</b>
		<b>Differentiated activities</b> <b>General:</b> Appreciate the importance of hygiene when using the pool. Observe the rules of the local pool. Recognise hazards of water. Identify correct procedure when dealing with hazards. <b>Mild:</b> Recognise hazards of water – water safety. Water based ball games. <b>Moderate:</b> Interacting in the water. Balancing in water. Buoyancy and propulsion	<b>Differentiated activities</b> <b>General:</b> Independently follow instructions on safe entry into the water from the poolside. Follow the instructions of the lifeguard/pool supervisor/teacher to exit the water. <b>Mild:</b> Respond to request to enter and exit the water by walking down the steps or ladder holding onto the handrail. Communicate choice of exit and exist the pool safely with assistance. <b>Moderate:</b> Co-operate with a variety of appropriate pool entry methods. Be assisted to exit the water safely using the above methods.
	<b>Linkage/Integration:</b>		<b>Linkage/Integration:</b>
	Spring	<b>Strand: Aquatics</b>	
<b>Strand units: Buoyancy and propulsion</b>		<b>Strand units: Buoyancy and propulsion</b>	
<b>Differentiated activities</b> <b>General:</b> Practise balance, rotation and recovery exercises with and without float. <b>Mild:</b> Develop awareness the buoyant properties of water. Experiment with floating independently. <b>Moderate:</b> Observe that some objects float and others sink. Experience the sensation of floating.		<b>Differentiated activities</b> <b>General:</b> While floating in prone or supine position change from 'aeroplane' shape to 'star' shape. <b>Mild:</b> Grasp and hold a swimming float and attempt to float on front. Attempt to float independently on his/her back or front. <b>Moderate:</b> With appropriate buoyancy aids or person, take feet off the bottom of the pool and lie supine in the water. Experience the sensation of movement while floating supine in the water.	
<b>Linkage/Integration:</b>		<b>Linkage/Integration:</b>	
A P R I L	Air and Water	<b>Strand: Aquatics</b>	
		<b>Strand units: Stroke development/Interacting and balancing</b>	<b>Strand units: Stroke development/Interacting and balancing in the water</b>
		<b>Differentiated activities</b> <b>General:</b> Develop selection of swimming strokes. Independently play in water. Jump side-step or run across the pool. <b>Mild:</b> Walk in shallow water. Step and place the face in water with comfort. <b>Moderate:</b> Participate in action songs to develop movement in the water.	<b>Differentiated activities</b> <b>General:</b> Develop selection of swimming stokes. Look and imitate the actions of a partner under the water, with or without goggles. Jump side-step or run across the pool. <b>Mild:</b> Be encouraged to listen and attend to instructions and wear appropriate swimming aids. Explore ways to travel with a partner <b>Moderate:</b> Show interest in interacting with the water while in the pool.



		Experience being in the water with an adult guiding their body movements.	
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
	Easter	<b>Strand: Aquatics</b>	
		<b>Strand unit: Water based ball games</b>	<b>Strand units: Understanding and appreciation of aquatics</b>
		<b>Differentiated activities</b> <b>General:</b> Participate in pair and group play. Participate in a game of water push ball or water volley ball. Participate in and over and under game where a ball is passed along a line over heads and under legs. <b>Mild:</b> Play ball games with peers. Initiate ball games in water. Participate in group games with adult. <b>Moderate:</b> Show interest in playing with a ball in water. Participate in ball games in the water.	<b>Differentiated activities</b> <b>General:</b> Extend knowledge of swimming strokes. Discuss a wide range of aquatic activities. Become aware of local organisations and clubs that promote aquatics. <b>Mild:</b> Understand how to stay safe in water. Develop an increased understanding of flotation. <b>Moderate:</b> Understand basic hygiene procedures. Appreciate the dangers of water.
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
M A Y	Outdoors	<b>Strand: Athletics</b>	
		<b>Strand units: Running</b>	<b>Strand units: Throwing</b>
		<b>Differentiated activities</b> <b>General: Walking, jogging or running over distance</b> Walk or jog in a non competitive setting for periods extending from 30 seconds to two minutes – making letters, numbers and patterns on the ground while running. Sprinting: Sprint distances of 20 to 30 m Participate in team relays using various means of travelling – hopping, bouncing, skipping. Run over easily spaced low hurdles. <b>Mild:</b> Practise in a pair relay using a bean bag. Hurdling: run over flat markers – running over lines. <b>Moderate: Follow a leader who is walking, jogging or running.</b> <b>Move and stop on command.</b> <b>Show some awareness of personal safety.</b>	<b>Differentiated activities</b> <b>General:</b> Experiment with appropriate objects and methods of throwing, aiming for height and distance – practising the under-arm throw, over-arm throw. <b>Mild:</b> Experiment with appropriate objects and methods of throwing, aiming for height and distance - Practise the under-arm throw aiming a bean bag into a hoop. <b>Moderate:</b> Grasp, hold and release a range of objects. Develop awareness of gross motor throwing objects. Be assisted to throw a variety of objects, beanbags and balls of different sizes, weight and texture into a basket.
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
J U N	Holidays and Summer	<b>Strand: Athletics</b>	
		<b>Strand units: Jumping</b>	<b>Strand units: Understanding and appreciation of athletics</b>
		<b>Differentiated activities</b>	<b>Differentiated activities</b>



E		<p><b>General: Practise skipping activities with and without ropes.</b> Explore the various ways of jumping – taking off from one foot and landing on two feet. Practise the standing jump for distance and height. <b>Mild:</b> Experiment with various ways of jumping – jumping for height or distance and exploring various ways of taking off and landing. <b>Moderate:</b> Experience the sensation of bouncing or being bounced on a trampoline/bouncy castle. Participate in stepping activities around the room.</p>	<p><b>General:</b> Develop an understanding of pace – contrasting the pace of two children, one sprinting the other running. Measure a partners standing long jump. <b>Mild:</b> Talk about movement and ask and answer questions about it – discussing how a beanbag can be thrown to achieve greater height. Develop understanding of basic rules of individual athletic events – standing start for sprinting, running in a straight line or a lane without impeding others <b>Moderate:</b> Have opportunities to play as part of a team during a group throwing activity. Respond to simple commands.</p>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>