



PE Scheme of Work & Lesson Plan Examples



Contents

Contents	2
PPA Cover Ltd Scheme of Work & Lesson Planning Overview	3
An example of the sports/PE disciplines we cover from EYFS to Key Stage 2:	4
Planning for the delivery of PE within a new school	5
How Our Planning Works	5
Deep Dive Compliant Scheme of Work	6
What To Expect From A PPA Cover Ltd PE Teacher	6
Example PE Year Overview	7
Example of Key Stage 1 PE Unit – Year 1	9
Example of Key Stage 1 PE Unit – Year 2	13
Example of Key Stage 2 PE Unit – Year 3	17
Example of Key Stage 2 PE Unit – Year 4	22
Example of Key Stage 2 PE Unit – Year 5	28
Example of Key Stage 2 PE Unit – Year 6	34
Lesson Evaluation Example	40
Frequently Asked Questions	41
CONTACT US!	44



PPA Cover Ltd Scheme of Work & Lesson Planning Overview

PPA Cover Ltd have developed our own PE curriculum, encompassing 12 progressive units for each year group phase. We match the ability level of your children, taking into account prior learning, and produce a bespoke overview that ensures continuation and progression for the children to a level to put them in good stead for secondary school. PPA Cover Ltd can deliver PE from EYFS to Key Stage 2 meeting the mandatory National Curriculum requirements.

PPA Cover Ltd.'s PE provision will:

- ✓ Cover all the 3 core aspects of the PE curriculum including Invasion Games, Dance & Gymnastics
- ✓ Ensure effective pupil progress through all year groups
- ✓ Be creative, engaging, interactive and fun for all children
- ✓ Raise attainment and enthusiasm in PE
- ✓ Introduce a wide range of sports
- ✓ Encourage health and wellness as well as educating children about healthy food choices
- ✓ Improve self-confidence, leadership and decision-making skills
- ✓ Improve participation in team sports as well as individual skill levels
- ✓ Differentiate success criteria for pupils of varying abilities
- ✓ Meet the aims and objectives of all the PE National Curriculum for EYFS, Key Stage 1 & Key Stage 2
- ✓ Be compliant to the New OFSTED Framework
- ✓ Be Deep Dive compliant



An example of the sports/PE disciplines we cover from EYFS to Key Stage 2:



An example of the sports / PE disciplines we cover from EYFS to Key Stage 2:

- ✓ Football
- ✓ Rugby
- ✓ Hockey
- ✓ Badminton
- ✓ Gymnastics
- ✓ Dribbling & Dodging
- ✓ Scoring Points
- ✓ Where's the Goal
- ✓ Flight
- ✓ Action Sequences
- ✓ Netball
- ✓ Tennis
- ✓ Indoor Athletics
- ✓ Volleyball
- ✓ TOPS
- ✓ Hitting the Target
- ✓ Supporting Weight
- ✓ Transfer of Weight
- ✓ Outdoor & Adventure
- ✓ Controlling Speed
- ✓ Basketball
- ✓ Cricket
- ✓ Athletics
- ✓ Rounder
- ✓ Kicking & Handling
- ✓ Balls, Hoops & Beanbags
- ✓ Rolling, Throwing & Catching
- ✓ Running, Kicking & Dribbling
- ✓ Symmetry & Asymmetry
- ✓ Multi Sports



Planning for the delivery of PE within a new school

The planning for the delivery of PE within a new school works as follows:

1. Firstly, an Operations Manager from PPA Cover Ltd will meet with your schools SLT and/or PE coordinator to ascertain the prior learning and previous / current scheme of work your school have in place for PE. During this meeting, the Operations Manager will be able to better understand the prior learning and different ability levels across all year groups.
2. Secondly, the Operations Manager will advise your school on either continuing with the current scheme of work for PE or change to PPA Cover Ltd.'s scheme of work. If you do want to continue with a current scheme of work then PPA Cover Ltd. will adapt and teach from that scheme of work i.e. Val Sabin, iMoves, Get fit 4 sport, Twinkl, etc. However, most schools choose to deliver PPA Cover Ltd.'s scheme of work and steps 3 and 4 are therefore followed.
3. Thirdly, the Operations Manager will agree a curriculum map / PE year overview, mapping out the expected progression for the whole of the academic year.
4. Fourthly, from the PE year overview the planning team will compile your lesson plans and a folder containing the planning for each term will be delivered to your school at the start of each term.

How Our Planning Works

As detailed above, one of our Operations Managers will agree a curriculum map / year overview for PE, mapping out the whole of the academic year. From this year overview the planning department will then compile the lesson plans for each term and these lesson plans are delivered digitally to the PE teacher assigned to the school and printed to the school itself. The new lesson plan folder will arrive to school termly containing all of the PE lesson plans to be delivered during the term along with reward stickers and certificates.

The lesson plan folder is accessed by the PE teacher each day they are in school so they can record the feedback and progression of each lesson (see page 12). The lesson plan folder remains within your school so as your SLT, PE coordinator, class teacher or OFSTED can have instant access the lesson plans and children's PE progression at any time. Furthermore, the lesson plan folder is invaluable if the regular PE teacher is ill for any reason, we would always arrange cover, and the lesson plan folder ensures seamless cover at all times.



Deep Dive Compliant Scheme of Work

All of PPA Cover Ltd.'s schemes of work are Deep Dive compliant and are updated annually to ensure our schemes of work and lesson plans are always kept up to date with the latest National Curriculum standards.

What To Expect From A PPA Cover Ltd PE Teacher

PPA Cover Ltd. specialise in planning and delivering effective, high quality PE lessons, that are tailored to the PE National Curriculum, to primary schools throughout the UK, for EYFS, Key Stage 1 & Key Stage 2. All our PE teachers are:

- Qualified to deliver PE lessons within primary schools
- DBS Enhanced Checked
- Able to teach up to 36 children without the presence of a class Teacher or Teaching Assistant
- Excellent at conveying their creative teaching ideas to children on a whole class basis
- Able to differentiate lessons to meet the needs of all children
- Able to make lessons fun as well as structured in order to meet National Curriculum standards
- Each school is assigned a PE teacher and this same PE teacher will deliver lessons every week throughout the whole of the academic year ensuring continuity for children and staff.

All PE teachers are able to teach Invasion Games, Dance and Gymnastics within any Primary School. They are excellent at conveying their creative teaching ideas to children on a whole class basis, ensuring lessons are differentiated to meet the needs of all children, while maximising engagement by making lessons fun, as well as structured to meet National Curriculum standards.



Example PE Year Overview

Year Group	AUTUMN		SPRING		SUMMER	
Yr R	Basic Motor Skills Lessons 1-6	Gymnastics Travelling	Dance Exploration and Development <i>(Nursery Rhymes)</i>	Coordination & Control Lessons 1-3	Dance Exploring Actions <i>(Under the Sea)</i> Gymnastics Stretching & Curling	Spatial Awareness Lessons 1-3 <i>(Fairy Tales)</i>
Yr 1	Games Rolling, Throwing and Catching 1 Gymnastics Lessons 1 -3	Gymnastics Lessons 4 -6 Games Kicking and Handling	Games Dribbling and Dodging Gymnastics Lessons 7 - 8	Dance Responding to Stimuli <i>(Space)</i> Dance Exploring Actions <i>(DO RE MI)</i>	Games Hitting and Target Games Games Balls, Hoops and Beanbags	Games Scoring Points Gymnastics Supporting Weight
Yr 2	Games Rolling, Throwing and Catching 2 Gymnastics Lessons 1 -3	Gymnastics Lessons 4 -6 Games Where's the goal?	Games Running, Kicking and Dribbling Gymnastics Lessons 7 - 8	Dance Levels, Directions and Speed <i>(Space)</i> Dance Dynamic Elements <i>(DO RE MI)</i>	Games Uni-hockey Gymnastics Transfer of Weight	Games Short Tennis 1 Gymnastics Flight 1



Yr 3	Games Football 1 Gymnastics Lessons 1 -3	Games Outdoor and Adventure 1 Games Basketball 1	Gymnastics Symmetry and Asymmetry Dance Creating Structure (<i>Cheerdance</i>)	Dance Control and Fluency (<i>Combat</i>) Games Indoor Athletics	Games Athletics Gymnastics 6 Action Sequences	Games Kwik-Cricket 1 Gymnastics Controlling Speed
Yr 4	Games Mini- Tag Rugby Gymnastics Lessons 1 -3	Gymnastics Flight 2 Games Hockey 1	Gymnastics 7 Action Sequences Dance Linking Shape Sections (<i>Cheerdance</i>)	Dance Speed and Action (<i>Combat</i>) Games Outdoor and Adventure	Games Athletics Games Kwik Cricket	Games Athletics Games Short Tennis 2
Yr 5	Games Invasion Games Gymnastics Lessons 1 -3	Gymnastics 8 Action Sequences Games Basketball 2	Games Netball Dance Ideas into movement (<i>Sports Jam</i>)	Dance Compositional Principles (<i>Cheerdance</i>) Games Net/Wall Games	Games Athletics Games Striking & Fielding	Games Athletics Games Striking & Fielding
Yr 6	Games Hockey 2 Gymnastics Lessons 1 -3	Gymnastics 9 Action Sequences Games Netball 2	Games Volleyball Dance Evaluate, Refine and Develop (<i>Sports Jam</i>)	Dance Performance & Composition (<i>Cheerdance</i>) Games Outdoor and Adventure 2	Games Athletics Games Striking & Fielding	Games Net/Wall Games Games Striking & Fielding



Example of Key Stage 1 PE Unit – Year 1

IN THIS UNIT CHILDREN WILL DEVELOP BASIC GAME-PLAYING SKILLS, IN PARTICULAR THROWING AND CATCHING. THEY PLAY GAMES BASED ON STRIKING AND FIELDING GAMES (LIKE ROUNDERS AND CRICKET). THEY HAVE THE OPPORTUNITY TO PLAY ONE AGAINST ONE, ONE AGAINST TWO, AND ONE AGAINST 3.

IN ALL GAMES ACTIVITIES, CHILDREN THINK ABOUT HOW TO USE SKILLS, STRATEGIES AND TACTICS.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to be confident and safe in the spaces used to play games - to explore and use skills, actions and ideas individually and in combination to suit the game they are playing	- how to choose and use skills effectively for particular games	- to watch, copy and describe what others are doing - to describe what they are doing	- that being active is good for them and fun

Expectations at the end of this unit:

All children should be able to:	Use basic underarm and rolling skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball and collecting it; throw a ball in a variety of ways, depending on the need of the game; choose different ways of throwing and sending the ball; describe what they and others are doing; describe how their body feels during games
Most children will be able to:	Use a range of underarm throwing and rolling skills accurately; use a small range of collecting and retrieving skills; show some awareness of the space available and a basic awareness of others around the space; play simple versions of games, with a partner or a passive opponent; choose and use a small range of basic skills and ideas; recognise when their heart beats faster or they get out of breathe.
Some children will be able to:	Track, intercept, stop and catch balls and beanbags consistently; move fluently; control their bodies and limbs well; show good awareness of space and the movements and actions taking place around them; make early decisions in games and in partner work; choose a range of skills that suit the needs of the game; show an understanding of why physical activity is fun and makes them feel.

HEALTH AND SAFETY FOR THIS UNIT	KEY VOCABULARY USED IN THIS UNIT
<ul style="list-style-type: none"> Children should be dressed appropriately to enhance their learning Is there enough space to play the games, so that the chance of collisions is reduced? Is the equipment the right size and weight for the children? Children need to be warmed up correctly Do they know the rules and what they are supposed to do? 	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <p>Avoiding, tracking a ball, rolling, under and over arm throwing, catching, free space, own space</p>



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE	
<p>In this unit children will have an opportunity to:</p> <ul style="list-style-type: none"> • Move fluently, change direction and speed easily and avoiding positions • Show control and accuracy during the basic actions of rolling and underarm throwing • Understand the concept of tracking, getting in line with the ball and receiving the ball • Understand the concept of aiming and positioning when aiming • Use skills in different ways in different games • Recognise space • Watch and copy others' movements carefully • Describe what they have done or watched others doing • Describe what it feels like when they breathe faster during exercise • Explain why exercise and playing games is good for them 	<p>In this unit teaching activities will include children having the opportunity to:</p> <ul style="list-style-type: none"> • Explore different ways of using a ball and other equipment, i.e. sending beanbags, balls, quoits with hands (rolling, throwing and pushing) • Explore different ways of stopping and retrieving a ball and other equipment using different parts of the body, e.g. catching beanbags, balls and quoits with hands • Develop their gathering and catching skills, e.g. watching, tracking and getting in line with a ball to then receive • Help their partner when practising • Play a variety of running and avoiding games and understand how practising skills can help them feel warmer <p>In this unit coaches will encourage children to:</p> <ul style="list-style-type: none"> • Explore different ways of sending equipment so it is difficult for their opponent to intercept or stop • Share ideas about what makes it difficult for them to play and how they have made it difficult for their opponent, e.g. pretending to throw one way and then throw another • Understand the concepts of direction of movement for their partner and group • Understand why it is good to play games and get out of breathe • Watch other children and describe what is happening • Explain what they find works well and to use different ideas in their games • Talk to each other about what they have done and how they do it, and copy each other
LINKS WITH OTHER SUBJECTS	RESOURCES
<p>Numeracy – learning to count, learning about shape and space</p> <p>PSHE – learning about the need for rules</p>	<p>Markers, cones, quoits, beanbags, hoops, skipping roles, coloured bibs</p>

Developing rolling, throwing and catching skills within this unit will help children in future games units, to understand games and how to use their own skills to overcome challenges.



School:	Class: Year 1	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To explore and use new skills with increasing control and accuracy				
Course Outcomes: Travel with, send and receive a ball and other equipment in different ways				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5-10 mins	<ul style="list-style-type: none"> Children move around the space like tall Giraffes looking for spaces to be tall. Then become leaping frogs, looking for spaces. Next become sprinting cheetahs, running round and round, faster and faster Stretches 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity Hold stretches for 8-10 seconds 	<ul style="list-style-type: none"> Children will interpret the named animal in a way to suit their own abilities Give alternative stretches (at least two)
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Discuss which things can roll. Today we are going to see which things roll well and are easiest to control. Show children examples of the different equipment 	<ul style="list-style-type: none"> Do the children know any of the correct names for the equipment e.g. hoops, quoits? 	<ul style="list-style-type: none"> Vary how you question children – ask them to discuss in pairs and share their thoughts
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> Practice rolling all of the different types of equipment with the group Which rolls the easiest? Why? Practice rolling the equipment children found rolled easiest (probably a ball) In pairs - <i>Who can roll a ball without it bouncing? Fast/ slow?</i> <i>Introduce competition – who can roll the furthest?</i> 	<ul style="list-style-type: none"> Ask children to demonstrate good technique of rolling i.e. looking at the object and looking ahead, lead with weak knee, swing arm from behind and follow through. Look for a space to roll the object into. The ball should be balance on the palm and children should be encouraged to avoid bouncing. Tell children you are looking particularly at their technique 	<ul style="list-style-type: none"> Different types of equipment Sizes of equipment, particularly balls Pairings of children – try to encourage similar ability levels Give targets for children to aim towards
PLENARY	5-10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Light stretching 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



School:	Class: Year 1	No. of pupils:	Activity: Rolling, throwing and catching	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To continue to explore and use new skills with increasing control and accuracy; improve rolling skills from last lesson				
Course Outcomes: Travel with, send and receive a ball and other equipment in different ways				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5-10 mins	<ul style="list-style-type: none"> Children practise moving around the space, walking then sprinting into space. STOP. Continue, noting if use of space gets better. Give each child a small/ medium ball. Roll it, run after it and stop it using any body part. 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Revise all the objects that were rolled before. Set out the different equipment in space and pick children to go and stand next to each one when given the equipment names by the coach 	<ul style="list-style-type: none"> Do the children remember any of the correct names for the equipment? 	<ul style="list-style-type: none"> Provide alternative names or descriptions where possible
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> Children work in pairs with a medium sized ball. Practice rolling the ball from different positions and with different hands. Challenge the children to see how many rolls they can make in 30 seconds from different body positions. 	<ul style="list-style-type: none"> Can you roll it carefully to your partner each time? Can you roll it from different body positions? Where does your partner like you to roll the ball to? Who can roll the ball accurately and so that it stays on the ground? Demonstrate good technique, explaining how the child is making it successful. 	<ul style="list-style-type: none"> Make it harder or easier using smaller or larger balls Adjust distances where appropriate (increase or decrease depending on ability levels)
PLENARY	5-10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Cool down - catch 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



Example of Key Stage 1 PE Unit – Year 2

IN THIS UNIT CHILDREN IMPROVE AND APPLY THEIR BASIC SKILLS IN GAMES. THEY PLAY GAMES THAT DEMAND SIMPLE CHOICES AND DECISIONS ON HOW TO USE SPACE TO AVOID OPPONENTS, KEEP THE BALL AND SCORE POINTS.

IN ALL GAMES ACTIVITIES, CHILDREN THINK ABOUT HOW TO USE SKILLS, STRATEGES AND TACTICS TO OUTWIT OPPONENTS.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to improve the way they coordinate and control their bodies and a range of equipment - to remember, repeat and link combinations of skills	- to choose, use and vary simple tactics	- to recognise good quality in performance - to use information to improve their work	- to recognise and describe what their bodies feel like during different types of activity

EXPECTATIONS AT THE END OF THIS UNIT

<i>Most children will be able to:</i>	Show awareness of teammates and opponents when playing games; perform basic skills of catching, controlling, striking and kicking with more confidence and apply these skills in a variety of simple games; use a variety of simple tactics; make choices about appropriate targets, space and equipment, describe how their body feel and work during games; work well with a partner or in small groups to improve skills
<i>Some children will not have made much progress. They will be able to:</i>	Work to improve basic skills; make simple choices in target games; play a small part in games and activities in small groups; benefit from further partner and individual activities; recognise their body feels different when playing different games; with guidance, watch other o focus on specific actions
<i>Some children will have progressed further. They will be able to:</i>	Make early decisions about the skills and tactics to use when playing games; use the available space to good effect; perform basic techniques with a good level of consistency; begin to use these skills thoughtfully in simple competitive games or activities; achieve greater control by anticipating action in a game and reacting quickly; describe how their bodies work differently in different games; practice to improve their skills, knowing what they need to achieve

HEALTH AND SAFETY FOR THIS UNIT

- Children should be dressed appropriately to enhance their learning
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Children need to be warmed up correctly
- Do they know the rules and what they are supposed to do?

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

tracking or following the movement of a ball, aiming, speed, direction, passing, controlling, shooting, scoring, rebounding,



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE	
<p>In this unit children will have an opportunity to:</p> <ul style="list-style-type: none"> • Perform a range of throwing, striking and kicking skills, with control • Demonstrate a good awareness of other during running, chasing and avoiding games, making simple decisions about when and where to run • Know how to score and keep to the rules of the game • Choose which tactics to use to suit different situations • React to situations in a way which makes it difficult for their opponents, yet helps their partner • Watch and describe performances accurately • Recognise what is successful • Copy actions and ideas, along with information to apply to their own perform and improve their skills • Describe and understand changes to heart rate when playing different games • Begin to anticipate what they will feel after playing games 	<p>In this unit teaching activities will include children having the opportunity to:</p> <ul style="list-style-type: none"> • Practise accuracy in rolling, throwing, striking, hitting and catching skills • Practise using a variety of targets, including equipment, i.e. hoops, cones, partners • Improve their accuracy and consistency by varying the size and distance of the goal • Watch others and describe accurately what they have seen, copy and repeat these ideas, tactics and skills • Explore the best ways to score points and stop points being scored • Understand how to make it difficult for their opponents in different games • Understand the best scoring position • Understand the importance of preparing for exercise safely and carefully • Feel their heartbeat and explain how their bodies look and feel during exercise, i.e. red faced, hot. • Learn why their bodies look and feel the way they do during exercise, i.e. why their heart beat gets faster <p>In this unit coaches will encourage children to:</p> <ul style="list-style-type: none"> • Strike the ball to their partner when they are ready, so that during invasion games, the children will keep the ball moving • Explore different ways of striking and controlling, i.e. fast, slow, high, low • Explore different ways to score goals, make games and vary targets • Choose actions, tactics and skills that suit the specific situation or game • Explain how their bodies look and feel during games.

LINKS WITH OTHER SUBJECTS	RESOURCES
<p>Numeracy – learning to count, learning about shape and space</p> <p>Language – explaining, as this is an element of discussion and group interaction</p> <p>PSHE – learning about the need for rules</p>	<p>Markers, cones, quoits, beanbags, hoops, skipping roles, coloured bibs, a variety of balls, barriers, obstacles, chalk, grids, markings, rackets, quoits, hockey sticks, small bats, walls or rebound fence</p>

Developing skills within this unit will help children in future games units to play end to end games, fielding and stopping games, and games over a barrier. Children will also continue to improve their observation skills to describe other's performances, particularly what is good.



School:	Class: Year 2	No. of pupils:	Activity: Where's the goal?	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To recognise what makes an invasion game				
Course Outcomes: To play simple, competitive invasion-type games				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Layout a number of hoops on the floor in space e.g. 12. Children play a variation of 'tag', whereby the child who is 'on' cannot 'tag' anyone standing in hoop. When someone is 'tagged', that child joins the 'on' child and one hoop is removed by that child 	<ul style="list-style-type: none"> Only one person is allowed in the hoop at anytime Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Different size hoops Children will work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Brainstorm the different games/ sports that the children know. List according to game concepts invasion, net/wall, striking and fielding and athletics. Explain that this unit will help them to play invasion games in the future. 	<ul style="list-style-type: none"> Invasion = football, netball etc Net/wall games = tennis, squash Striking and fielding = cricket, baseball Athletics = sprinting, javelin 	<ul style="list-style-type: none"> Use a variety of methods to gather answers from the children i.e. pair and share, circle time etc. Vary how you then question the children Assist less able and encourage at all times
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> Give children a selection of balls and invasion equipment. Allow them time to travel around the space using the equipment and change at set intervals Children have a chance in pairs to make up a game for three players where a goal must be scored but the ball can only be bounced Children to play those games 	<ul style="list-style-type: none"> Discuss what a goal is Who can make a goal? 	<ul style="list-style-type: none"> Have a variety of equipment for children to use to cater for a range of abilities Group children if needed
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Tunnel Tig - Hand against wall when caught - run under to free Lesson review 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



School:	Class: Year 2	No. of pupils:	Activity: Where's the goal?	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To improve accuracy when shooting towards a target				
Course Outcomes: To play simple, competitive invasion-type games				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Chain tag - Select two or more chasers. As soon as the whistle blows the chasers must tag other children who must then hold hands forming a chain. As soon as the chain has four members, the children must split to become a pair. The game ends when all children have been caught. The last pupil to be caught can start another game of chain tag 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for warm up activities
INTRODUCTORY ACTIVITY	10 - 15 mins	<ul style="list-style-type: none"> Revise different invasion games Perform a variety of drills involving dribbling around cones carrying a ball, bouncing, using feet and using a hockey stick. On the way back, each child performs a short pass from the last cone 	<ul style="list-style-type: none"> Accuracy Control Focus Keep head up Eye on the target Keep ball close to you 	<ul style="list-style-type: none"> Use a variety of methods to gather answers from the children i.e. pair and share, circle time etc. Vary how you then question the children Assist less able and encourage at all times
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> In pairs, performing passes to each other using large balls: chest pass, bounce pass and one handed overhead pass Children work in 3s with one ball and a cone. Stand in a triangle. Child 1 passes to child 2 who throws it at the cone guarded by child 3. Each child takes it in turns keeping a score Change children so they can compete against another group 	<ul style="list-style-type: none"> Chest pass - both hands, palms forward Bounce pass – both hands, push ball at an angle Overhead pass – one handed, non-throwing side leads with non-throwing arm out to aim and balance 	<ul style="list-style-type: none"> Have a variety of equipment for children to use to cater for a range of abilities Group children of similar abilities to start with Increase/decrease distances apart
PLENARY	5 – 10 mins	<ul style="list-style-type: none"> Review lesson and what has been learnt Cool down – light stretching 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



Example of Key Stage 2 PE Unit – Year 3

IN THIS UNIT CHILDREN LEARN HOW TO OUTWIT THEIR OPPONENTS AND SCORE WHEN PLAYING INVASION GAMES. THEY DEVELOP SKILLS IN FINDING AND USING SPACE TO KEEP THE BALL. THEY PLAY THE SAME BASIC COURT SET-UP AND RULES, BUT USE A RANGE OF EQUIPMENT AND SKILLS, INCLUDING KICKING AND STRIKING SKILLS.

IN ALL GAMES ACTIVITIES CHILDREN THINK ABOUT HOW TO USE SKILLS, STRATEGIES AND TACTICS TO OUTWIT THE OPPOSITION. IN INVASION GAMES THEY ENTER THEIR OPPONENTS TERRITORY WITH THE BALL AND TRY TO GET INTO GOOD POSITIONS FOR SHOOTING OR REACHING THE GOAL.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to consolidate and improve the quality of their techniques and their ability to link movements	- to improve their ability to choose and use simple tactics and strategies	- to describe and evaluate the effectiveness and quality of performance - to use what they have learned to improve their work	- to know and describe the short-term effects of different exercise activities on the body - how to improve stamina

EXPECTATIONS AT THE END OF THIS UNIT

<i>Most children will be able to:</i>	Keep possession and score goals; be aware of space and use it to support teammates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success; explain why it is important to warm up and cool down; say when a player has move to help others; apply knowledge to their own play
<i>Some children will not have made much progress. They will be able to:</i>	Control the ball when under limited pressure; make effective decisions when they have the ball, but take their time to make these decisions; when prompted and guided, move to find space when they don't have the ball; follow a simple warm up routine; comment on successful passes and shots at goal; keep the score
<i>Some children will have progressed further. They will be able to:</i>	Play effectively with speed and precision, as members of both small and large teams; quickly decide where and when to pass the ball, demonstrating good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; lead small groups for warm-up activities; explain why simple tactics worked

HEALTH AND SAFETY FOR THIS UNIT

- Children should be dressed appropriately to enhance their learning
- Is there enough space to play the games, so that the chance of collisions is reduced?
- Is the equipment the right size and weight for the children?
- Children need to be warmed up correctly
- Do they know the rules and what they are supposed to do?

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

keeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, support partners and others in their team



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Use a range of skills to help them keep possession and control of the ball
- Pass, receive and dribble the ball, keeping control and possession consistently
- Use a range of skills to keep possession and make progress towards a goal, on their own and with others
- Weigh up the option and often make good decisions about what to do
- Know how to use space in games
- Explain how to keep possession and describe how they and others have achieved it
- Identify what they do best and what they find most difficult
- Recognise players who play well in games and give some reasons why

In this unit teaching activities will include children having the opportunity to:

- Practise passing to a partner, i.e. kicking and stopping
- Improve the accuracy of their passes, and use space to keep possession better, i.e. how many successful passes can be made in 30 seconds, stationary and then on the move, then with opposition
- Remain in control of the ball when travelling
- Play games that involve keeping possession and scoring goals in a number of targets, as well as playing one against three and one against four
- Learn which passes are best to use in different situations
- Organise their team effectively to suit the game
- Learn about patterns of play, i.e. if the ball is on the right, where are the defender? Where are the attackers' teammates? Should the attackers' teammates be in space? Where is the backup option?
- Identify the most effective patterns of play
- Learn how to maintain heart rate during games lesson; how invasion games can develop stamina. Discuss how invasion games are intermittent; children can identify how many times they sprint, rest/are still, walk, jog etc. during a game and how this affects their heart rate.

In this unit coaches will encourage children to:

- Call and signal where they want the pass passing to, i.e. by pointing to space in front of them
- Think about where they will travel to when they have the ball and where they could move to once they've passed the ball
- Explain how to make games harder or easier for either team, i.e. what makes it hard to win back the ball or to keep possession once you have the ball
- Explain what they find difficult about keeping control of the ball and keeping possession, and how practising can improve their performance
- Identify when their bodies are cool, warm and hot, and make the link between their increases in temperature, breathing rate and heart rate with exercise and why

LINKS WITH OTHER SUBJECTS

Numeracy – learning to count when scoring, learning about space and shape

Science – investigating pulse and breathing rates

Literacy – using specialist vocabulary

RESOURCES

Large Balls, hoops, cones, bibs or bands for teams, adequate space, grids to make pitches



School:	Class: Year 3	No. of pupils:	Activity: Football	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): To pass a ball to a stationary target using the inside of one or both feet over short distances				
Course Outcomes: Develop skills and tactics, apply basic principles suitable for attacking and defending				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> This game is a cross between freeze tag and football. Children are picked to be "it" and when they tag someone, the tagged person is automatically frozen. In the game there is one football and the child with the football is responsible to hand it off to someone who is frozen. The football acts as the melting ball, when a frozen person is handed the ball he or she is defrosted and once again free. 	<ul style="list-style-type: none"> The taggers main goal is to freeze everyone, including the person with the football (melting ball). If he or she accomplishes this, the game is over. Rules: Children are not allowed to throw the football (melting ball). They must hand off the ball at all times. Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game Size of football
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Ask children which skills they think are needed to play football i.e. running with/ without the ball, passing, shooting, heading, throwing, turning, dribbling etc. Find out if children know what each means 	<ul style="list-style-type: none"> Several of these skills can be practiced at the start of each session. 	<ul style="list-style-type: none"> Questioning of children – leading/open/closed etc Hands up approach Pair and share



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MAIN CONTENT</p>	<p>20 - 25 mins</p>	<ul style="list-style-type: none"> • Where possible children need one ball each. • Move around a space using both feet to control the ball with gradually increasing speed and gradual changes of direction. • Next, ask the children how they can stop the ball when they are moving. Carry on moving around space, ask children to demonstrate stopping the ball under foot, looking up then moving quickly into a space with the ball • Pair children, call them A and B. One ball between two. A moves with the ball to the line, stops, performs a drag-back turn, side-footed pass to B who repeats. Try right foot only, left foot only then vary types of turn. • Arrange an area approximately 15mx15m. As stands inside area with ball, Bs spread out jogging around area. A moves around area with ball, on command B stops, A looks up and passes ball to B. B comes into area with ball, A moves outside. Repeat. 	<ul style="list-style-type: none"> • Encourage change of speed and direction • Look up • Stop the ball and control before moving on • Use the space available • Use inside of foot to pass – this will give more control 	<ul style="list-style-type: none"> • Use of different size footballs • Pairings of children • Space used – increase/decrease • Number of touches before passing – increase/decrease depending on ability
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PLENARY</p>	<p>5 - 10 mins</p>	<ul style="list-style-type: none"> • Review lesson and what has been learnt 	<ul style="list-style-type: none"> • Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> • Vary how you question the children i.e. open/closed etc.



School:	Class: Year 3	No. of pupils:	Activity: Football	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): To pass a ball to a stationary target using the inside of one or both feet over longer distances				
Course Outcomes: Develop skills and tactics, apply basic principles suitable for attacking and defending				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Traffic lights – Children are dribbling around in an area while coach holds up either red, yellow or green cones. Red = stop, Yellow = change direction, Green = increase speed 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity Encourages looking up 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up game
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Revise the main points learnt last week Dribble and short pass shuttles in 2's, 3's, 4's 	<ul style="list-style-type: none"> Children should remember using space, looking up, keeping control and changing pace 	<ul style="list-style-type: none"> Different size balls Groupings of children Distance apart when passing
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Groups of 4 - Children face each other in two 2s, with one ball, about 5 paces apart. Children to pass the ball to the person opposite and follow to the back of their line. Next person controls the ball, getting it 'out of their feet' and passes to person opposite, again following. Repeat Pair Children, call them A and B. One ball between two and two cones each. Children face each other approximately 10 paces apart. Cones should be placed between pairs to act as a passing goal starting about 2 paces wide. Children attempt to pass the ball through the 'goal'. Competition – how many consecutive passes in a certain time limit can you make? 	<ul style="list-style-type: none"> Encourage appropriate power and accuracy of passing with both feet and control with one or two touches. Encourage use of both feet and jogging on the spot whilst waiting to receive the ball. 	<ul style="list-style-type: none"> Vary amount of paces apart Different ball sizes Groupings Number of touches allowed before passing Increase/decrease distance between cones Increase/decrease distance between partners
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



Example of Key Stage 2 PE Unit – Year 4

IN THIS UNIT CHILDREN CREATE SEQUENCES WHICH INCLUDE CHANGES OF LEVEL AND SPEED, FOCUSING ON USING DIFFERENT BODY SHAPES CLEARLY. THEY WORK MOSTLY IN PAIRS OR SMALL GROUPS.

IN GYMNASTICS AS A WHOLE, CHILDREN USE SKILLS AND AGILITIES INDIVIDUALLY, IN COMBINATION AND IN SEQUENCE, WITH THE AIM OF SHOWING AS MUCH PRECISION AND CONTROL AS POSSIBLE.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
<ul style="list-style-type: none"> - to develop the range of actions, body shapes and balances they include in a performance - to perform skills and actions more accurately and consistently 	<ul style="list-style-type: none"> - to create gymnastic sequences that meet a theme or set of conditions - to use compositional devices when creating their sequences, such as changes in speed, level and direction 	<ul style="list-style-type: none"> - to describe their own and others' performances, making simple judgements about the quality of performances and suggesting ways they could be improved 	<ul style="list-style-type: none"> - to describe how the body reacts during different types of activity, and how this affects the way they perform

EXPECTATIONS AT THE END OF THIS UNIT

<i>Most children will be able to:</i>	Perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through a short warm up routine; identify criteria that lead to improvement, i.e. changing a level; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performances
<i>Some children will not have made much progress. They will be able to:</i>	Perform a range of basic actions and use them to put together a short sequence; remember and repeat short sequences with some changes in level, direction or speed; state why it is important to warm up; carry out warm up exercises carefully; describe similarities and differences in others' performances, with help
<i>Some children will have progressed further. They will be able to:</i>	Perform longer more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions; choose, practise and refine sequences on their own; state when movements are performed well; demonstrate exercises that can strengthen major muscle groups; state which joint(s) are affected by specific stretches; suggest a number of ways in which a sequence could be improved, and choose one of these as a focus for improvement; take the lead when working in small groups; adapt actions to include group members

HEALTH AND SAFETY FOR THIS UNIT

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is there enough safe and clear space?
- Are children aware of others in the class when moving and working?
- Have all the children warmed up and cooled down appropriately?
- Do the children know how to lift and move apparatus safely?

KEY VOCABULARY USED IN THIS UNIT

In this unit children will have an opportunity to use a range of words and phrases, such as:

otation; 90, 180 and 270 degrees, spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE	
<p>In this unit children will have an opportunity to:</p> <ul style="list-style-type: none"> • Perform a range of actions and agilities with consistency, fluency and clarity of movement • Perform similar or contrasting shapes on the floor and apparatus, working with a partner • Combine actions and maintain quality of performance when performing at the same time as a partner • Combine actions to make sequences with changes in speed, level and direction, and clarity of shape • Gradually increase the length of a sequence • Work in pairs to devise short sequences using the floor mats and apparatus, demonstrating consistency, fluency and clarity of movement. • Make simple assessments of performance based on a criterion given by the teacher/coach, and use these assessments to modify and refine theirs and others' sequences • Provide constructive feedback when working in pairs, including ideas on balances, inversion and transfer of weight • Understand why strength and suppleness are key in gymnastics • Devise routines containing stretching exercises to prepare for gymnastic activity • Discuss what elements of fitness they think are particularly important in gymnastics. • Explain how stretching exercises can increase the range of movement in a joint or a combination of joints, and how this affects performance. 	<p>In this unit teaching activities will include children having the opportunity to:</p> <ul style="list-style-type: none"> • Practise agilities and actions which they can include into a sequence • Explore ways to make combinations of gymnastic actions and agilities varying speed, level or direction • Perform actions, body shapes and balances at the same time as their partner • Explore ways to use the same basic shape and vary it slightly. • Practise and refine their performance • Perform difficult combinations of movements, shapes and balances with control, accuracy and consistency • Devise, perform and repeat sequences that include travel, body shapes and balances, and have a change in speed, direction and level • Adapt their sequences i.e. <i>to repeat their original sequence along a different pathway, or to reverse the order of elements from the original sequence</i> • Work with a partner, to organise their space and apparatus, and to time the start and finish of their sequences. • Learn how strength exercises can improve control and posture in gymnastics <p>In this unit coaches will encourage children to:</p> <ul style="list-style-type: none"> • Work on tension, extension and transfer of weight in all their performances • Set and meet challenges by thinking about different combinations of movement, shape and balance. • Compare and contrast similar performances • Suggest ways to improve the quality of a sequence, using appropriate language to assess the quality of movement, i.e. <i>extension, body tension, flow, timing, unison</i> • Value and support other people's ideas • Explain which parts of the body need to be strong or supple when performing particular agilities or balances.
<p>LINKS WITH OTHER SUBJECTS</p> <p>Numeracy – investigating shape and space</p> <p>PSHE – valuing self and others, understanding that other people's feelings are important</p>	<p>RESOURCES</p> <p>Low apparatus; <i>mats and benches</i> Portable apparatus; <i>a selection from planks, inclined platforms, padded platforms, A-frames or trestles, ladders, bars, balance beams, tables</i></p>

This unit lays the foundations for gymnastics in year 5, when children will make up longer, more complex sequences and will concentrate on preparing for display. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. They will match, mirror and canon actions with a partner or small group, using the floor and more challenging apparatus

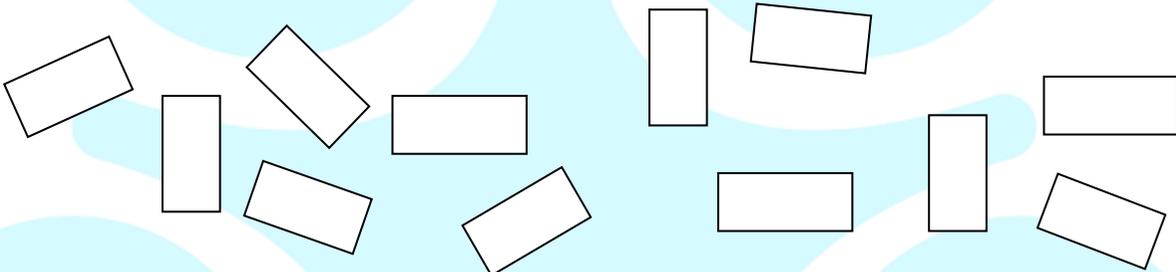


School:	Class: Year 4	No. of pupils:	Activity: Gymnastics	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Introduction to floor work and linking movements to form a basic sequence				
Course Outcomes: create and perform fluent sequences on the floor and using apparatus; include variations in speed, level and direction				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	<ul style="list-style-type: none"> Tig around mats - jumping over - take off: <ul style="list-style-type: none"> 1 foot land 1 foot / 2feet 2 feet land 1 foot / 2 feet Tig on mats Ask the children what muscles are being stretched when jumping? 	<ul style="list-style-type: none"> Safety when putting mats out. Bend knees on landing If caught - 5 star jumps on/off mat depending on activity - opposite. Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Recap on f/w, b/w rolls Practice in 2's on mat Demo good practice 	<ul style="list-style-type: none"> Controlled movements Start and finish points 	<ul style="list-style-type: none"> Occurs between pupils Suggest harder skills Combine skills - headstand into f/w roll, f/w roll followed by b/w roll
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Work out a sequence – f/w roll – b/w roll, star jump etc Start and finish points Look at action cards Half class demos Show a silly/fun balance 	<ul style="list-style-type: none"> Controlled movements throughout Show start and end of sequence Fluency, rhythm, control Must be safe and controlled Change height/weight/contact points etc 	<ul style="list-style-type: none"> Suggest easier / harder skills Suggest easier / harder combinations / links Link more / less movements Change direction / height Include balance Occurs between individuals Provide examples



PLENARY	5 mins	<ul style="list-style-type: none"> • Review objective – have we achieved this? • Question children on key words and meanings from lesson • Ask the children to provide two different stretches 	<ul style="list-style-type: none"> • Encourage use of key words • Children to lie flat on floor and stretch out long as part of cool down activity 	<ul style="list-style-type: none"> • Use of different types of questioning for variety of abilities
----------------	--------	---	--	--

LIST OF EQUIPMENT / RESOURCES	LAY OUT OF EQUIPMENT / RESOURCES / DRILLS
Mats – space out randomly	



School:	Class: Year 4	No. of pupils:	Activity: Gymnastics	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): Development of floor sequences onto apparatus incorporating flight, balance and rotation				
Course Outcomes: Create and perform fluent sequences on the floor and using apparatus; include variations in speed, level and direction				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 mins	<ul style="list-style-type: none"> Put mats out - randomly Running around mats – when I shout a number put that number of body parts on a mat How many body parts can you balance on? Can children describe how to stretch whilst holding these positions? How does straight legs vary from bent etc? 	<ul style="list-style-type: none"> Warming up should involve activity which is going to raise the pulse rate and prepare the body for physical activity Safety when putting mats out. Bend knees on landing Balance on hands, feet, knees, head, tummy, bottom, elbows, sides 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up Suggest harder skills Combine skills
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> Recap on f/w, b/w rolls Practice in 2's on mat Demo good practice Introduce T balance Introduce Star and tuck jumps 	<ul style="list-style-type: none"> Controlled movements Start and finish points 	<ul style="list-style-type: none"> Occurs between pupils Suggest harder skills Combine skills - headstand into f/w roll, f/w roll followed by b/w roll
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Get out benches / box tops Work out a sequence on apparatus - f/w roll – b/w roll, star jump, T balance Start and finish points Look at action cards Half class demos Show a silly/fun balance 	<ul style="list-style-type: none"> Controlled movements throughout Show start and end of sequence Fluency, rhythm, control Include f/w roll, b/w roll, T balance, star jump Must be safe and controlled Change height/weight/contact points etc 	<ul style="list-style-type: none"> Suggest easier / harder skills Suggest easier / harder combinations / links Link more / less movements Change direction / height Include balance Occurs between individuals Provide examples



PLENARY	5 mins	<ul style="list-style-type: none"> Review objective – have we achieved this? Question children on key words and meanings from lesson Ask children to provide two different stretches for the rest of the class to do 	<ul style="list-style-type: none"> Encourage use of key words Children to lie flat on floor and stretch out long as part of cool down activity 	<ul style="list-style-type: none"> Use of different types of questioning for variety of abilities
----------------	--------	---	--	--

LIST OF EQUIPMENT / RESOURCES	LAY OUT OF EQUIPMENT / RESOURCES / DRILLS	
Mats – space out randomly Benches Box Tops	<div style="float: right; margin-top: 10px;"> <p> = mat</p> <p> = bench</p> <p> = box top</p> </div>	



Example of Key Stage 2 PE Unit – Year 5

IN THIS UNIT CHILDREN DEVELOP SKILFUL ATTACKING AND TEAM PLAY. THEY LEARN HOW TO WORK WELL AS A TEAM WHEN ATTACKING, AND EXPLORE A RANGE OF WAYS TO DEFEND

IN ALL GAMES ACTIVITIES, CHILDREN THINK ABOUT HOW TO USE SKILLS, STRATEGIES AND TACTICS TO OUTWIT THE OPPOSITION. IN INVASION GAMES THEY ENTER THEIR OPPONENTS TERRITORY WITH THE BALL AND TRY TO GET INTO GOOD POSITIONS FOR SHOOTING OR REACHING THE GOAL

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to develop a broader range of techniques and skills for attacking and defending	- to know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations - to choose and apply skills more consistently in activities	- to choose and use information to evaluate their own and others' work	- to know and understand the basic principles of warming up, and understand why it is important for a good-quality performance - to demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play

EXPECTATIONS AT THE END OF THIS UNIT

<i>Most children will be able to:</i>	pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better
<i>Some children will not have made much progress. They will be able to:</i>	use a small range of sending, receiving and travelling techniques in games, with varied control; know what their team needs to do to take the ball towards the opposition's goal, and contribute occasionally; follow others in warm-up activities; with guidance, recognise some things that need to be improved in games
<i>Some children will have progressed further. They will be able to:</i>	use a number of different techniques to pass, dribble and shoot; play games confidently; control the ball consistently; use a range of tactics in attack and defence; carry out thorough, effective warm-up activities, concentrating on exercises that help their play; adapt these activities and exercises to meet their own needs; explain what is more or less effective in the games played; make changes that improve their team and individual performance

HEALTH AND SAFETY FOR THIS UNIT

<ul style="list-style-type: none"> Are the children wearing footwear and clothing that are safe and help their learning? Is there enough space to play the games, so the chance of collisions is reduced? Are the children in teams that are suited in terms of size and ability? Have all the children warmed up and cooled down properly? Is the equipment the right size for all of the children? 	<h3>KEY VOCABULARY USED IN THIS UNIT</h3> <p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <p>keeping possession, passing, dribbling, shooting, shielding the ball, width, depth support, marking, covering</p>
--	--



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE

In this unit children will have an opportunity to:

- Perform skills with accuracy, confidence and control
- Understand the difference between attacking skills and defending skills
- Respond consistently in the games they play, choosing and using skills which meet the needs of the situation
- Select positions in their teams and know how to help when attacking
- Find and use space to help their team
- Apply a variety of tactics to keep the ball, *i.e. changing speed and direction*
- Explore ways to get the ball towards their opponents' goal
- Mark and defend their goal(s)
- Identify specific things in a game and explain how well they are being done
- Explain why a performance is good
- Identify parts of a performance that could be improved, and practices that will help
- Suggest ideas for warming up, explaining their choice
- Identify exercises and activities that help strength, speed and stamina
- Watch and evaluate the success of games they play in, *i.e. Are goals scored regularly? Do the attacking team have a plan and is it working? Who plays well and why are they effective? Are players fit enough to keep going?*
- Explain how to change pitch sizes to make the game better.
- Explain how their bodies react and feel when they play different games and take on different roles
- Understand activities and exercise will help most with their speed, strength and stamina in games

In this unit teaching activities will include children having the opportunity to:

- Learn and demonstrate ways to keep the ball away from defenders; how to shield the ball, how to change speed and direction with the ball to get away from a defender
- Shoot accurately in a range of ways
- Mark an opponent
- Discuss their technique. Link to the requirements of the game or practice, *i.e. accuracy, consistency and fluency of movement*
- Make the correct decisions about when to pass and when to dribble or travel with the ball.
- Learn different formations as an attacking team.
- Utilise space, and changes in speed and direction, to keep possession and make progress towards the opposition's goal
- Learn how to defend the places on the pitch from which it is easiest to score and to stop the ball getting there
- Explore different positions in the team and the roles of players in these positions. Understand how they help can their team, *i.e. by making space when attacking, covering team-mates when defending*
- Understand how quick thinking makes the game difficult for opponents, both in attack and defence
- make up short warm-up routines that follow basic principles, *eg raise the body temperature, mobilise the joints, stretch muscles.*

In this unit coaches will encourage children to:

- Think about the places on the pitch from which it is easiest to score and find ways of getting the ball to these places
- Suggest what they need to practise to enjoy the game more and to improve.
- Describe the ways they like to warm up
- Understand how physical activity in games helps their bodies to grow and develop

LINKS WITH OTHER SUBJECTS

Science – investigating how the body works and how to warm up

PSHE – playing independently, negotiating, cooperating, being fair and honest, agreeing rules

Communication skills – planning, discussing, describing and evaluating performances

RESOURCES

balls (sizes 3 and 4), soft hockey balls, a range of other balls, bibs or bands, equipment to make goals, *eg cones, markers*, grids to make pitches, mini-goals, hockey sticks



School:	Class: Year 5	No. of pupils:	Activity: Invasion Games-Netball	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Develop techniques for attacking and defending; start to think about positioning within invasion games				
Course Outcomes: Know the difference between attacking and defensive skills				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Cat and mouse – children place coloured bands on them to make tails for the mice. 2-3 children as cats who need to catch the tails of the mice Rotate cats around Show children three different static leg stretches 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	5 - 10 mins	<ul style="list-style-type: none"> In 4's – complete Pepper Pot TOPS challenge (see additional information below) 	<ul style="list-style-type: none"> Emphasise the importance of being fully aware of what is happening within the game – children should be focused Accurate passing, stepping into the passes 	<ul style="list-style-type: none"> Use 1 ball if children are finding it too difficult or 2 for the more able Adjust distances children are standing away from each other depending on ability
MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> Groups work – 3 hoop ball (from TOPS Netball, see additional information below) 	<ul style="list-style-type: none"> Emphasise importance of fair play and playing to the rules Children need to think about team work and communication Accurate passing Signalling where you want the ball Balance 	<ul style="list-style-type: none"> Make area smaller and move hoops closer to end-lines Make area larger and move hoops further away from end-lines As players progress use only 2 hoops as goals, one in each corner Good defenders must defend from further away (e.g. 2 arms lengths away) Introduce 3-second rule, i.e. if players are good. Less experienced players can have longer period before passing e.g. 5 seconds
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> Review lesson related to learning objectives Ask the children to show the three leg stretches from the warm up 	<ul style="list-style-type: none"> Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> Vary how you question the children i.e. open/closed etc.



TOPS ADDITIONAL INFORMATION

NETBALL Pepper Pot

How to play

- Number of players: 4, 3 standing in semi circle (player at one end has ball), around 1 in middle (also has ball). Use one ball if too difficult.
- Players in semi circle must ensure player in middle always has a ball. Player in middle releases ball in turn to player 2, 3, 4 then back to 2.
- The whole group scores 1 point if nobody drops ball.
- How many points can group score in 2 minutes?
- Someone else takes middle spot and play again for another 2 minutes – see if you can bet your previous score!

Did you try to make the games fun and challenging by passing sensibly each time?

Did you suggest that others move further away to make the game challenging?

NETBALL 3 Hoop Ball

How to play

- Number of players: 8 divided into two teams of 4. Start with pass-in from your own end-line (and after a goal is scored).
- Bounce a ball in any of the 3 hoops in opponent's half of area to score (1point).
- Do not run with ball.
- Players must defend without making contact with any attackers (i.e. defend from 1arm's length away).
- Play 2 x 10 minute halves.
- Tip: This game is best played on 1/3 of a netball court).

Did you obey the no-contact rule when defending? Did attackers without ball try to move away from defenders? Did you help organise players into teams so that they were evenly matched?

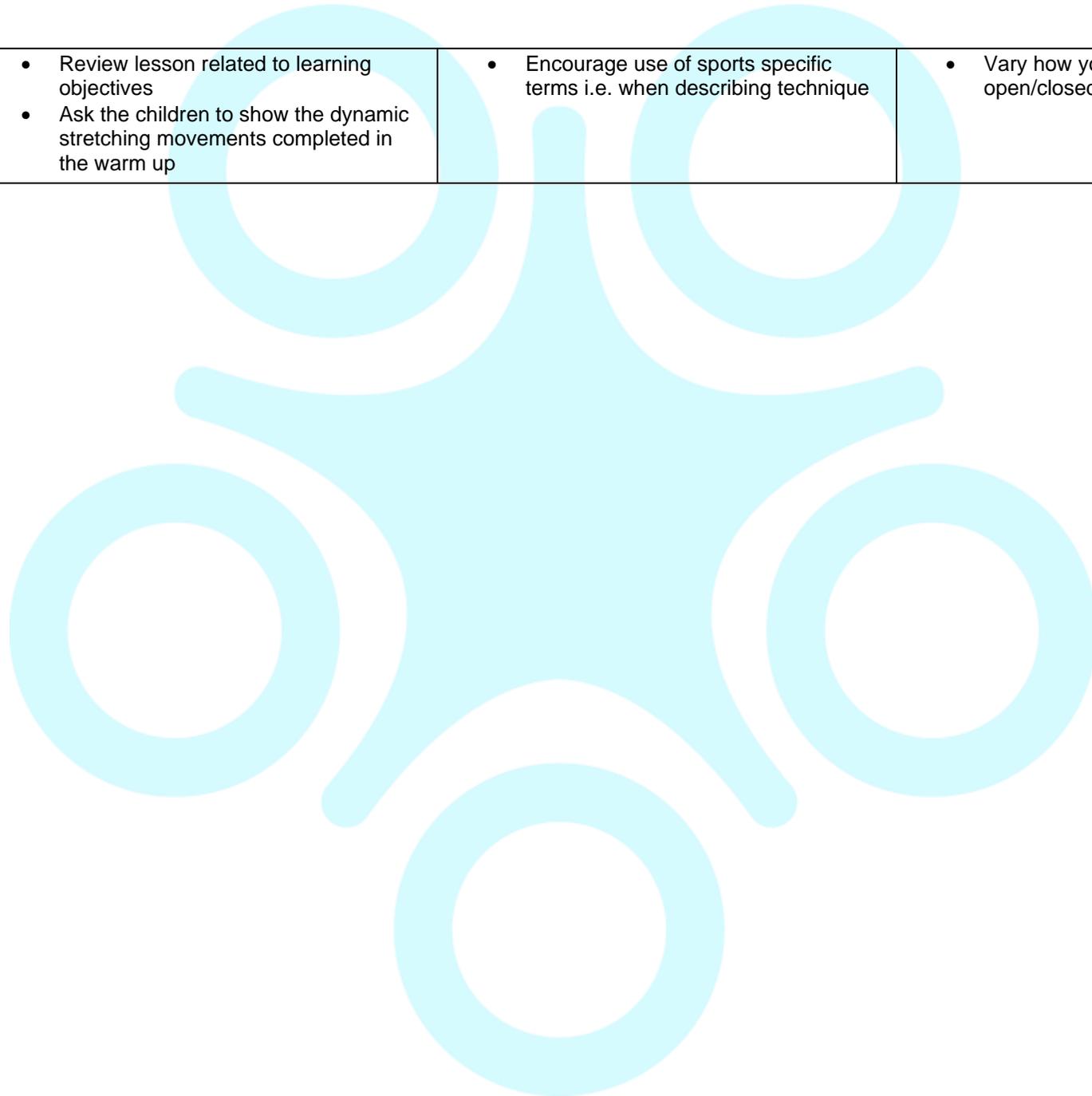


School:	Class: Year 5	No. of pupils:	Activity: Invasion Games-Netball	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): How to mark an opponent; understand how to support team mates in game situation				
Course Outcomes: Find and use space to help your team				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Jogging around call out 1 stop, 2 run with high knees, 3 flickups (kick feel back up towards bottom), 4 touch the ground with both hands (discuss effects on body) Discuss the differences between this weeks' warm and last weeks. Which was dynamic and which was static. What is the difference? 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	5 mins	<ul style="list-style-type: none"> Individually, keep the ball moving round your body in as many ways as possible. On 1 hold the ball above the head, on 2 to the chest on 3 on the floor. 	<ul style="list-style-type: none"> Good balance Steady hands Focus 	<ul style="list-style-type: none"> Use of different size balls Vary challenges to suit needs of children
MAIN CONTENT	25 - 30 mins	<ul style="list-style-type: none"> In 3's 2v1 (one attacker, one defender, 1 feeder), teach marking techniques Discuss and try different ways of dodging Feeder to pass ball into attacker – rotate positions Group work - Dead end (from Netball TOPS card – see additional information below) evaluate success of a game 	<ul style="list-style-type: none"> Sprint dodging, feint dodging, double feint dodging – teacher demo Be decisive Signal for the ball 	<ul style="list-style-type: none"> Make area smaller, have only 1 dodger Make area larger, add another dodger Players must make 6 tags before 2 others take over as dodgers More confident children – dodgers have 3 lives and lose 1 for each tag. New dodgers take over only after both lose all lives More skilful players use 2 balls instead of 1 Less experienced children have 5 (or more) lives – see how many they can keep each time (they end up not losing all their lives)



PLENARY	5 - 10 mins	<ul style="list-style-type: none">• Review lesson related to learning objectives• Ask the children to show the dynamic stretching movements completed in the warm up	<ul style="list-style-type: none">• Encourage use of sports specific terms i.e. when describing technique	<ul style="list-style-type: none">• Vary how you question the children i.e. open/closed etc.
----------------	-------------	---	---	--



Example of Key Stage 2 PE Unit – Year 6

IN THIS UNIT CHILDREN IMPROVE THEIR DEFENDING AND ATTACKING PLAY. THEY START TO PLAY EVEN-SIDED MINI VERSIONS OF INVASION GAMES.

IN ALL GAMES ACTIVITIES CHILDREN THINK ABOUT HOW TO USE SKILLS, STRATEGIES AND TACTICS TO OUTWIT THE OPPOSITION. THEY ENTER THEIR OPPOSITIONS TERRITORY WITH THE BALL AND TRY TO GET INTO GOOD POSITIONS FOR SHOOTING.

LEARNING OBJECTIVES FOR THIS UNIT (related to the four strands of the National Curriculum): -

Acquiring & developing skills	Selecting & applying skills, tactics & compositional ideas	Evaluating and improving performance	Knowledge & understanding of fitness and health
- to choose, combine and perform skills more fluently and effectively in invasion games	- to understand, choose and apply a range of tactics and strategies for defence and attack - to use these tactics and strategies more consistently in similar games	- to develop their ability to evaluate their own and others' work, and to suggest ways to improve it	- to understand why exercise is good for their fitness, health and wellbeing - to understand the need to prepare properly for games

EXPECTATIONS AT THE END OF THIS UNIT	
<i>Most children will be able to:</i>	Use different techniques for passing, controlling, dribbling and shooting the ball in both Hockey; apply basic principles of team play to keep possession of the ball; use markers, tactics and interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practises and warm-ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance
<i>Some children will not have made much progress. They will be able to:</i>	Use a limited number of skills in attack and defence; pass, control, dribble and shoot the ball with some accuracy, when under no pressure; use some tactics in attack; play in a position within a team; carry out parts of warm-ups effectively; suggest some ideas for warm-up routines; choose and practise some skills to improve their play
<i>Some children will have progressed further. They will be able to:</i>	Use good quality skills effectively; choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well; design very good warm-up which suit the game; watch their own and other performances and suggest improvements for specific purposes

HEALTH AND SAFETY FOR THIS UNIT	KEY VOCABULARY USED IN THIS UNIT
<ul style="list-style-type: none"> • Are the children wearing footwear and clothing that are safe and help their learning? • Is there enough space to play the games, so the chance of collisions is reduced? • Are the children in teams that are suited in terms of size and ability? • Have all the children warmed up and cooled down properly? 	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <p>possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions</p>



TEACHING ACTIVITIES USED IN THIS UNIT MAY INCLUDE	
<p>In this unit children will have an opportunity to:</p> <ul style="list-style-type: none"> • Combine and perform skills with control, making adaptations to meet the requirements of the situation • Perform skills with greater speed • Decide when to pass or dribble to keep possession of the ball and progress towards the goal • Use attacking and defending skills appropriately in games • Decide on and use formations which best suit the requirements of the game or the situation • Recognise and describe the best points of their own, an individuals' or teams' performance, and identify points for improvement • Suggest ways to improve self-performance and others' performance • Understand the importance of being fit, and what types of fitness are most important for games • Understand how playing games can contribute to a healthy lifestyle 	<p>In this unit teaching activities will include children having the opportunity to:</p> <ul style="list-style-type: none"> • Use skills in ways that will help them to outwit the opposition • Identify the most important skills they need for the games • Mark a player and a space • Intercept and tackle to win the ball back. • Shoot from a distance and from close range • Understand that when their team has the ball they are attacking, and when the opposition has the ball they are defending. • Understand why the game breaks down, or why a team fails to score • Apply different ways of attacking and defending • Help their team mates mark or cover players and support each other in attack. • Learn how to give feedback, <i>i.e. to describe what they see, comment on techniques and tactics that went well, talk about something that needs improving</i> • Observe others' performance, <i>e.g. successfully completed passes</i>, choose a particular area which requires improvement and explain why, then suggest how to improve that particular area as a team or individual • Get everyone involved in games and how to make them fairer. • Discuss how playing invasion games helps their fitness and health. • Learn about the value of exercise outside school, <i>i.e. in social groups, at sports clubs.</i> <p>In this unit coaches will encourage children to:</p> <ul style="list-style-type: none"> • Perform the skills at greater speed and to develop their control. • Combine skills • Vary the ways they attack • Select positions for their team carefully • Select the best formations and tactics for defending and attacking • Transfer their knowledge to different invasion games and situations • Identify when they are playing well • Adapt games and make sure that everyone has a part to play • Find ways to incorporate games in their lives
<p>LINKS WITH OTHER SUBJECTS</p>	<p>RESOURCES</p>
<p>Science – investigating warm up activities and understanding how the body reacts</p> <p>Language and Communication – planning and discussing outcomes</p>	<p>Hockey balls, hockey sticks, bibs or bands, markers, cones, goals, grid areas, mini pitches Balls (size 3 and 4), courts</p>



School:	Class: Year 6	No. of pupils:	Activity: Hockey	Period:
Location:	Lesson No: One	Duration:	Date:	Delivered by:
Lesson Objective(s): Determine which different skills are needed to attack and defend; improve on these skills throughout the session				
Course Outcomes: To understand when to shield the ball, call for the ball and how to mark players; To force attacking players away from the goal				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Traffic lights Incorporate stretching into the traffic lights where at red the children perform a static stretch and amber they perform a dynamic stretch selected by the coach. Describe the differences and benefits 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity Dynamic stretching ensures less power is lost in the muscle during stretching 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
MAIN CONTENT	20 – 25 mins	<ul style="list-style-type: none"> Children work in 3s with one ball. A1 has the ball, D behind and A2 behind D. A1 jogs around waiting for A2 to sprint from behind, into space and shout for the ball. D must anticipate or react to his and either mark A2, intercept the pass or close down A2 so he can not pass the ball back. Rotate positions around Children work in pairs. The attacker with the ball starts on the line facing the defender. It is the defenders job to stop the attacker running with the ball directly to a cone opposite by forcing them wide. Equally, the attacker must try to beat the defender and reach the cone by changing pace and directions. If the attacker reaches the cone they get a point, if they are forced out of play the defender gets a point. Rotate positions 	<ul style="list-style-type: none"> Review key points for push or hit pass Emphasise importance of accurate passing, ahead of the receiver so as to run onto it Defender must also be decisive The defender is not allowed to touch the ball Encourage good change of speed, direction and pace 	<ul style="list-style-type: none"> Groupings of children Size of equipment being used Distance between cones can be adjusted



MAIN CONTENT	20 - 25 mins	<ul style="list-style-type: none"> • Set up an area(s) 15-20mx20-30m. Play the game 3vs5 then 4vs5. Set up one large goal at one end and two smaller goals in each corner at the other end. There are no goalkeepers. The smaller team attacks the two goals and the team of 5 attacks the larger goal • Timed games and rotate teams to play different teams 	<ul style="list-style-type: none"> • Inactive teams should be encouraged to watch and suggest which children/teams are successful and why. (Children may be trusted to set up on their own depending on behaviour) 	<ul style="list-style-type: none"> • Group children according to ability if necessary • Adjust goal sizes where appropriate
PLENARY	5 - 10 mins	<ul style="list-style-type: none"> • Review lesson related to learning objectives • Give the children two static stretches to complete. Can they suggest any that were used in the warm up 	<ul style="list-style-type: none"> • Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> • Vary how you question the children i.e. open/closed etc.



School:	Class: Year 6	No. of pupils:	Activity: Hockey	Period:
Location:	Lesson No: Two	Duration:	Date:	Delivered by:
Lesson Objective(s): Focus on closing down space and creating space in game situations				
Course Outcomes: To pass the ball into a space behind defenders or in front of team mates to run onto as well as directly to them; To close down attacking players quickly				

	TIME	CONTENT	TEACHING POINTS	DIFFERENTIATION
WARM UP	5 - 10 mins	<ul style="list-style-type: none"> Numbers – children jogging around and on command 1, touch floor with right hand, 2 = left hand 3 = both 4 = change direction. Is this dynamic or static stretching? What part of the body is being stretched? 	<ul style="list-style-type: none"> Warm up should be an activity that raises the pulse rate and gets children ready for physical activity 	<ul style="list-style-type: none"> Children will work to own capabilities for the warm up activities
INTRODUCTORY ACTIVITY	10 - 15 mins	<ul style="list-style-type: none"> Arrange children into two equal lines. Label lines A1 and A2 (A2 have 1 ball each). A2 passes the ball square to A1 and then joins the end of the A1 line. A1 shoots (introduce goalkeepers eventually). A1 then collects the ball and joins the end of the A2 line. (1 defender may eventually be introduced) 	<ul style="list-style-type: none"> Ask children to think about the type of action they would use to shoot i.e. hit, push etc. Which is more effective? Children should think about placing their shots in the goal - accuracy 	<ul style="list-style-type: none"> Size of equipment being used Reduce number of touches before taking a shot for more able children



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MAIN CONTENT</p>	<p>20 - 25 mins</p>	<ul style="list-style-type: none"> • Set up a small area for children to play 3vs3. Label them A1, 2, 3 and D1, 2, 3. The aim is for A1 to pass the ball to A2 then A3 without D1, 2 or 3 touching it. For every set of 3 successful passes the Attackers get 1 point. The game starts with D1 passing the ball long to A1 before closing A1 down. Change over after about 2 minutes • Set up an area(s) 15-20mx20-30m. Play the game 4vs4 or 5vs5. Set up a shooting area 10mx10m around each goal. Children should decide in their teams whether they man mark (as in the practice) or use zone marking. Inactive teams should be encouraged to watch and suggest which children/ teams are successful and why. 	<ul style="list-style-type: none"> • D2 and 3 should be encouraged to mark A2 and 3. • Attackers need to think about how best to draw in the defenders before making a pass • Players can only shoot when inside the shooting area. • Zone marking - this is where a defender marks the nearest attacker • Only one player should be encouraged to close the ball down • If there is enough space, set up a number of games to be played alongside each other for maximum participation 	<ul style="list-style-type: none"> • Group children according to ability if necessary • Set conditions for more able teams i.e. must complete 5 passes before attempting to shoot • Adjust goal sizes where appropriate • When questioning pupils, allowing thinking time and discussion
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PLENARY</p>	<p>5 - 10 mins</p>	<ul style="list-style-type: none"> • Review lesson related to learning objectives • Give the children two static stretches to complete, different from the previous week 	<ul style="list-style-type: none"> • Encourage use of sports specific terms i.e. when describing technique 	<ul style="list-style-type: none"> • Vary how you question the children i.e. open/closed etc.



Lesson Evaluation Example

To be completed by the PE coach after every PE lesson

EQUIPMENT / RESOURCES REQUIRED	CROSS CIRICULAR / RELATED WET LESSON PLANS	
Hockey Sticks Balls Coloured Cones Coloured Bibs		
ASSESEMENT AND END OF LESSON EVALUATION		ASSESSMENT OF CHILDREN – REWARDS / SANCTIONS USED
STRATEGIES FOR NEXT LESSON		
BEHAVIOUR MANAGEMENT TECHNIQUES USED		



Frequently Asked Questions

Do your staff have DBS?

Yes, all of our staff have Enhanced DBS checks. A copy of the DBS and all other safeguarding information will be sent to a school via a staff datasheet prior to any staff member's first day of teaching.

Do your staff have Safeguarding training?

Yes, all of our staff undertake safeguarding training annually.

Are your staff all qualified teachers? Have they got QTS?

All of our staff are subject specialists and are not only qualified to teach their given subject but also bring great passion and enthusiasm to teaching their subject. We have Qualified and Non-Qualified Teaching Specialists across our pool of staff with around 60% being QTS. However, during OFSTED inspections and regular lesson observations our Non-QTS staff score on par with our QTS staff.

What training do your staff have?

Prior to any staff member being placed within a school for PPA Cover Ltd they undertake training in areas such as behavior management, classroom management, teaching strategies, lesson pace and delivery, school codes of conduct, child psychology.

What Happens if your staff are off sick?

Our sickness and illness policy states that a staff member must call into the head office before 7am if they are going to be off sick that day. We will then arrange for one of our cover PPA teachers to cover the regular PPA teacher.

Do you do assessments?

Yes, after every lesson the PPA teacher will record an assessment on the lesson evaluation sheet.

Do you do end of year reports?

Yes, towards the end of the school year the PPA teacher will complete reports in accordance with the school's requirements.



What is your Quality Assurance?

Our Quality Assurance firstly starts with our Operations Managers. Every school is assigned an Operations Manager who is tasked with ensuring high quality teaching and learning within any of our PPA subjects. The Operations Manager will assess a school's requirements and then assign the teacher that best meets the school's requirements. The Operations Manager will then conduct termly lesson observations on the PPA teacher to ensure high quality teaching and learning.

Do you complete lesson observations?

Yes, lesson observations are completed by our Operation Managers termly, and a copy of the formal lesson observation is submitted to the school. A member of the schools SLT can also observe alongside the Operations Manager if required.

Will I have a Main Point of Contact?

Yes, all of our schools are designated a School Liaison Officer who will be your direct point of contact, for any questions, queries and support. You will also be assigned a local Operations Manager, who will visit school throughout the Academic Year to provide quality assurance and complete observations on our staff members.

How do I get Feedback?

Feedback from the PPA teacher is given daily in regards to how the lesson went that day or any information that needs to be passed on. Management feedback from lesson observations is given termly via the Operations Manager and School Liaison Officer.

Can you guarantee me the same teacher week in week out?

Yes, you will be assigned one PPA teacher for each PPA subject and this teacher will be assigned to your school for the whole of the academic year.

Are the lessons in-line with the National Curriculum?

Yes, our lesson plans / scheme of work are updated annually to ensure they meet the latest National Curriculum / OFSTED guidelines as well as incorporating best practice.

What about OFSTED Framework Deep Dive?

All schemes of work and lesson plans meet the OFSTED Framework Deep Dive. PPA Cover Ltd. provide each school with documentation evidencing the teaching and learning within each PPA subject. This evidence includes what children have been taught, what curriculum points they have covered, each topic taught and what children have achieved throughout the year.



What If I am unhappy with my provision?

If you are unhappy with any part of your provision, please contact your designated School Liaison Officer as soon as possible to discuss your concerns. A meeting will be arranged for your Operations Manager to visit school within 7 days to complete a full observation. Full support will be provided to the Teacher and school in order to provide a solution to your concerns. A return visit will be scheduled for 14 days' time to ensure the smooth delivery of service, should for any reason this not be the case a replacement teacher will be offered.

What other services do you offer?

We can also provide Lunchtime Clubs and After School Clubs in addition to PPA service on those days, unfortunately we do not offer stand alone clubs. Please ask for further details with a PPA Cover Ltd. representative.

Are there any additional charges?

There are no additional charges to your PPA Cover Service. Registration, Dismissal of the children and daily evaluations are all part of the complete service that we provide.

Further questions or information required do not hesitate to contact us.



CONTACT US!

0800 448 0404



info@schoolppacover.co.uk

www.schoolppacover.co.uk

