

Rationales for sequencing: PE

Year 3 to 6 PE planning placed in context of long-term knowledge growth

Year	Subject content and skills	Recurring themes, ideas and language (the ultimate role of the content)	Subject rationale: what is this section doing within pupils' wider subject curriculum journey? What is it building on? For what later content does this section prepare? (the proximal role of the content)
3	<p>Football and Tag Rugby</p> <ul style="list-style-type: none"> ● Display knowledge of warm ups and cool downs. ● Keep control of ball, working effectively as part of a team. ● Choose tactics/a suitable strategy to cause problems for the opposition. <p>Gymnastics</p> <ul style="list-style-type: none"> ● Vary height and speed in a sequence of gymnastic movements <p>Net and ball Games (netball, basketball, hockey, dodgeball, tennis, cricket and rounders)</p> <ul style="list-style-type: none"> ● Display knowledge of warm ups and cool downs. ● Keep control of ball, working effectively as part of a team. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Language Warm Up/Cool down Ball control Teamwork tactics/strategy Opposition Height Speed Sequence Movements</p>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, respect and resilience. This also links and builds on our school values - positivity, perseverance, passion and presence.</p> <p>What is it building on? In Key Stage 1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to</p>

	<ul style="list-style-type: none"> Choose tactics/a suitable strategy to cause problems for the opposition. <p>Athletics</p> <ul style="list-style-type: none"> Perform a range of jumps, sometimes with run ups. <p>Cross Country</p> <ul style="list-style-type: none"> Begin to run with pace over longer distances, identifying the difference between this and sprinting. 	<p>Gymnastics Challenge Throwing techniques Jumps Run ups Long Distance Sprint</p>	<p>engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>In Key Stage 1, pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.</p> <p>Year 3 cross-curricular links with PE</p> <p>Maths - measurement, time, length and perimeter</p> <p>Science - The Body</p> <p>Geography - local landscape</p>
4	<p>Football and Tag Rugby</p> <ul style="list-style-type: none"> Follow rules to play more challenging team games. Throw, catch, strike and field a ball with control and accuracy. Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and</p>	<p>Year 4 cross-curricular links with PE</p> <p>Maths - measurement (area), time, length and perimeter, position and direction</p> <p>Science - Living things, habitats and healthy lifestyles</p>

	<p>Gymnastics</p> <ul style="list-style-type: none"> Combine movements, actions and balances, individually or collaboratively, to create a fluid routine. <p>Net and ball Games (netball, basketball, hockey, dodgeball, tennis, cricket and rounders)</p> <ul style="list-style-type: none"> Follow rules to play more challenging team games. Throw, catch, strike and field a ball with control and accuracy. Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition. <p>Athletics</p> <ul style="list-style-type: none"> Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. <p>Cross Country</p> <ul style="list-style-type: none"> Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting. 	<p>recognise their own success.</p> <p>Key Language Challenge Team games Throw Strike Field Catch Control and accuracy Teamwork Strategy/tactics Opposition Movement Actions Balance Fluid routine Pace Sprinting Long Distance</p>	
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<p>5</p>	<p>Football and Tag Rugby</p> <ul style="list-style-type: none"> ● Explain, evaluate and develop ideas and plans ● Use different techniques and skills to pass, dribble, travel and shoot in ball games. ● Mark an opposing player or players, preventing them from gaining possession. <p>Gymnastics</p> <ul style="list-style-type: none"> ● Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength. <p>Net and ball Games (netball, basketball, hockey, dodgeball, tennis, cricket and rounders)</p> <ul style="list-style-type: none"> ● Explain, evaluate and develop ideas and plans ● Use different techniques and skills to pass, dribble, travel and shoot in ball games. ● Mark an opposing player or players, preventing them from gaining possession. <p>Athletics</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Language</p> <p>Explain Evaluate Develop ideas Different techniques Pass Dribble Travel Shoot Mark an opposing player Gain possession Complex sequence Change of direction Travelling Speed height Good stability Core strength Power Stamina Sprint Long Distance</p>	<p>Year 5 cross-curricular links with PE</p> <p>Maths - perimeter, area, position and direction</p> <p>Science - Forces, living things and habitats, animals including humans</p>
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	<ul style="list-style-type: none"> ● Explain how power and stamina is developed and how this improves performance. <p>Cross Country</p> <ul style="list-style-type: none"> ● Explain how power and stamina is developed and how this improves performance. 		
6	<p>Football and Tag Rugby</p> <ul style="list-style-type: none"> ● Use and adapt tactics, choosing the most effective one for different situations. ● Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. ● Apply tactical knowledge effectively in attacking and defending situations. <p>Gymnastics</p> <ul style="list-style-type: none"> ● Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence. <p>Net and ball Games (netball, basketball, hockey, dodgeball, tennis, cricket and rounders)</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Language Adapt tactics Sending and striking skills Accuracy Consistency Tactical knowledge Attacking and defending Combine Perform Adapting movements and balances Routine Sequence High level of control, speed, strength and stamina Performance</p>	<p>Year 6 cross-curricular links with PE</p> <p>Maths - perimeter, area, position and direction, problem solving</p> <p>Science - Living things and habitats, animals including humans</p> <p>PSHE - rights, rules and responsibilities, emotions and working together</p> <p>Progressing to Key Stage 3: Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities, out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>

	<ul style="list-style-type: none"> ● Use and adapt tactics, choosing the most effective one for different situations. ● Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. ● Apply tactical knowledge effectively in attacking and defending situations. <p>Athletics</p> <ul style="list-style-type: none"> ● Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance. <p>Cross Country</p> <ul style="list-style-type: none"> ● Demonstrate a high level of control, speed, strength and stamina when running, and suggest ways to improve their performance. 	<p>Sprint Long Distance</p>	
<p>Swimming and water safety (Year 3, 4, 5 and 6) By the end of Year 6, pupils will be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) and perform safe self-rescue in different water-based situations.</p>			
<p>Forest School (Year 3, 4, 5 and 6) Children will be able to: Understand fair play and the value of teamwork.</p>			

Develop qualities of self-discipline, commitment and perseverance.

Develop positive behaviour through forest school activities..

Develop a sense of belonging and self-esteem through teamwork activities.

Develop a sense of community by taking part in forest schools in the outside school environment.

Apply rules in a different setting.

To learn new skills in areas that interest her/him.

To recognise and can accept others recognition of his/her skills, talents and achievements.

To take time and accept practice as necessary to develop a skill.

Participate well in a group without dominating or being dominated.

Negotiate changes to rules and expectations assertively.