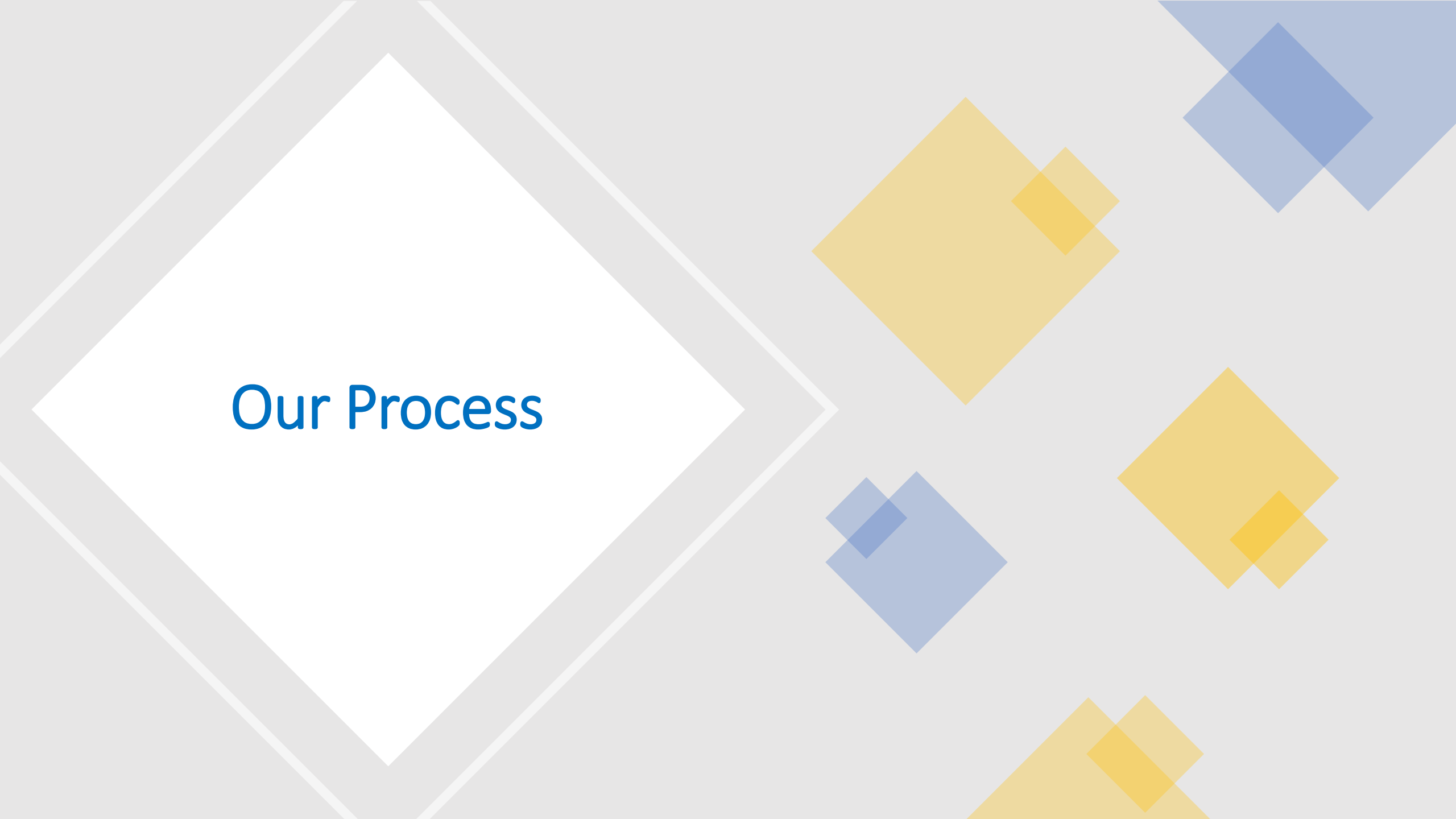




PE at Peters Hill



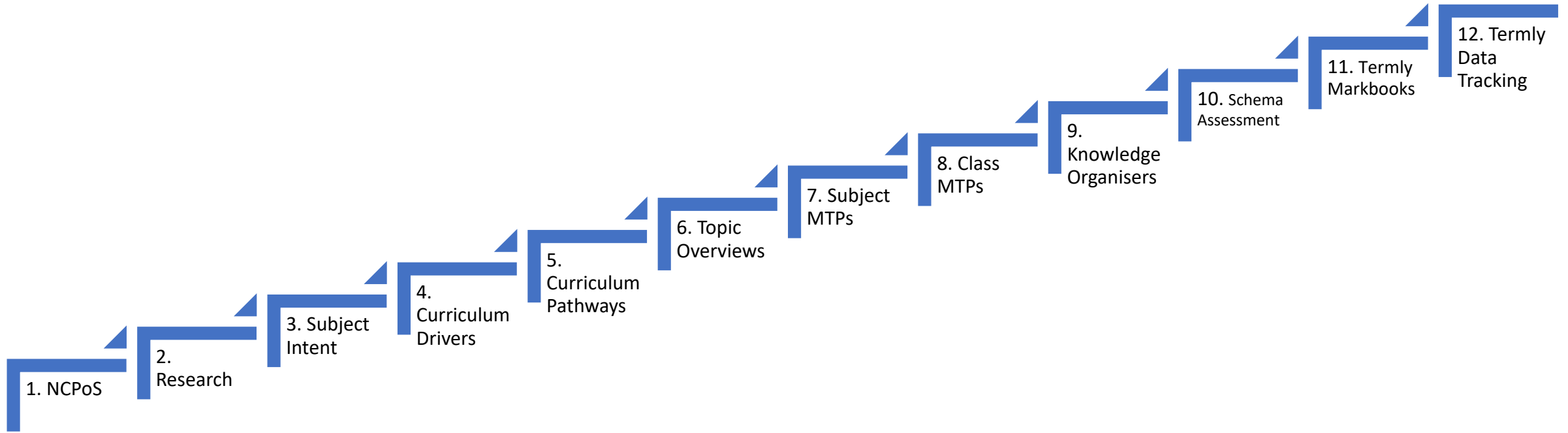
RESEARCH

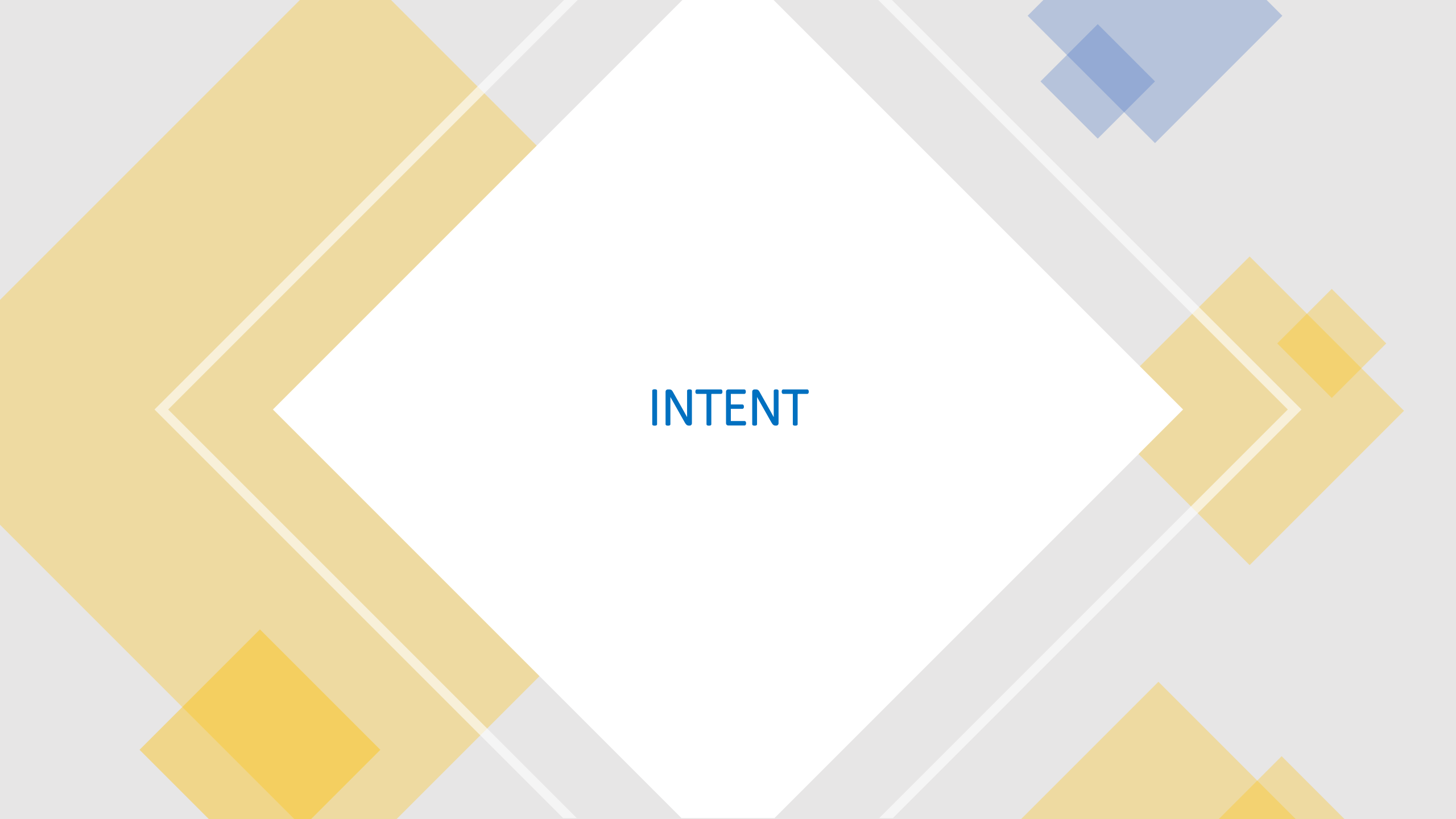


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

At Peters Hill, our PE curriculum strives towards the following aims:

At Peters Hill, our PE curriculum strives towards the following aims:

- To make sport and physical activity accessible for all.
- To enable learners to progress, be motivated and increase their participation in physical activity.
- To develop a joy of physical activity and an understanding of the impact of this on our bodies.
- To set and achieve personal targets and challenges.
- To learn to participate individually and/or as a team, developing sportsmanship and gamesmanship.
- To promote health, physical education and wellness ensuring all children will be physically active on a regular basis.
- To provide and use equipment and resources that enable children to practise and refine skills.
- To build an awareness of mastery of skills, through providing opportunities for children to transfer skills from sport to sport.
- To provide opportunities for children to participate in inter and intra competitions.
- To develop children's awareness of inspirational sporting people and their journey within sport.

We believe in PE, all children should:

We believe that in PE, all children should:

Gain a deepening understanding of...

- A variety of sports, including accessible sports and activities
- Knowing how to improve skills through practising and refining
- The rules and tactics in various games and able to change a tactic to suit the game
- Working effectively as a team showing great sportsmanship and encouragement of others
- How to effectively transfer skills in PE lessons from one sport to another sport
- How to effectively use equipment/resources, in all lessons, and be able to transfer knowledge of how equipment is used from one sport to another

Children become proficient in PE through the development of the following learning pathways:

- Pathway 1 – Games
Pathway 2 – Swimming
Pathway 3 – Athletics
Pathway 4 - Gymnastics
Pathway 5 - Dance
Pathway 6 - OAA
Pathway 7 - Health Related Fitness
- All knowledge is sequenced to ensure that existing learning is reviewed and linked to new learning.

Curriculum Drivers - How do our whole school values link to the subject?

- **AMBITION** (Success) – Lessons will aim for success for all, providing children with achievable outcomes and provide depth. All children will be encouraged to celebrate their successes and show good sportsmanship to their peers. Children will be able to participate in intraclass competitions, at the end of each term and the school year.
- **BELIEF** (Confidence)– Through using “piggyback learning”, children will be able to feel that they are familiar with their new learning by reflecting and developing on previous learning. This will allow them to develop skills taught through guidance from the teacher and independently. Children will be encouraged to use links to prior learning to refine skills.
- **COMPASSION** (Motivation) – Children will be encouraged to learn through practising skills and asking appropriate questions to deepen their understanding of them. They will be motivated to show their understanding of skills through performances and games at the end of each topic. Their awareness of global sporting events will be developed through PE lessons, assemblies and whole school events to develop their love and appreciation of sport. Children can receive Sports Achievement awards through the school's reward system when they have gained/ made progress in a new skill or achieved an award outside of school.
- **PRIDE** (Knowledge)– All staff will teach physical education with a clear understanding of what has been taught previously and how this links to today's learning. Modelling of appropriate attitudes towards PE as well as skills will be provided with explanations for all learning styles. Deep ideas will be developed for children on a regular basis to challenge their learning.
- **RESPECT** (Responsibility) - Children will develop a responsibility for learning about a variety of sports and skills. They will learn about the benefits and role physical activity has on their health and wellbeing. They will work with a range of people in teams and with a variety of equipment responsibly and respectfully. Physical activity for 30 minutes within each day will be each child's responsibility through guidance given by the teacher, sports ambassadors and activities during

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

Key
Competencies

Pathway 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	I can move safely in a space. I can copy dance moves. I can move to music. I can perform some dance moves. I can use my body and props to respond to vocabulary.	I can make a variety of shapes with my body. I can travel in lots of ways and in different pathways. I can copy a short dance sequence. I can link actions, dynamics and space in response to a stimulus. I can use my own ideas to move to music and describe how my feelings are expressed through my movements. I can understand and respond to dance as a sequence of rhythms and patterns. I can understand and follow a motif.	I can add movements, expression and emotion to a motif and explain why I used these. I can change rhythm, speed, level and direction with increased consistency. I can work with a partner. I can respond to descriptive language with a movement and action. I can perform and repeat short dances, step patterns and movement phrases I can move to the beat and rhythm of the music I can use more control and co-ordination then evaluate my own work. I can accurately describe a sequence of my own and others I can practise actions and sequences to improve performance	I can travel using less usual body parts, combining a variety of dynamic movements I can work with a partner to include movements, unison and meeting and parting. I can devise, perform and repeat longer movement phrases in response to stimuli. I can use a wide variety of movements singly and in extended sequences with a partner. I can create a performance which will include stage presence, timing, rhythm and sustaining character. I can compare my dance with that of others and suggest how performances can be improved. I can respond to music to express a variety of moods and feelings.	I can respond and perform imaginatively and sensitively to stimuli related to character/music/story I can devise, perform and repeat movement phrases and dances with obvious changes in speed, level, direction and/ or shape. I can develop a sequence with a partner which shows relationships and interlinking dance moves incorporating apparatus. I can understand and use a canon to show two contrasting characters within partner work. I can suggest improvements to my own and others work using expressive and specific terminology	I can develop and enhance movement quality and dynamics/speed/levels during dance, to produce a fluent and controlled performance. I can use emotions and feelings to create mood within my dance through actions. I can explore a range of movements with a partner, selecting and choreographing ideas into a sequence. I can describe and evaluate, with technical vocabulary, the construction of my own and other dances I can record and identify a valid focus of improvement in my own and others work	I can develop still imagery such as balances within dance, including counter-balance movements within partner work. I can select and apply choreography to develop a routine, on my own or within a group. I can develop dances to different styles using historical and cultural influences. I can describe how a dance has been formed, including the use of compositional strategies, good practise and improvements. I can create and perform dances consistently showing a variety of levels, dynamics, speed and pathways, with fluency and control and clear expression and characterisation throughout.

Key
Competencies

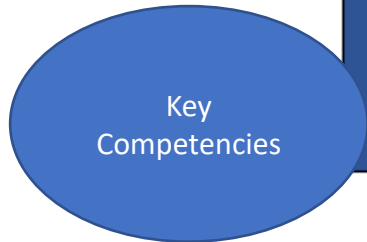
Pathway 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	I can use my legs and feet in lots of different ways I can slow down or change the way I am going I can throw with two hands I can explore jumping in different ways.	I can use varying speeds when running I can explore different footwork patterns I can explore arm mobility I can jump showing correct landing and take-off technique I can explore different methods of throwing (under and over arm) I can practise short distance running.	I can run with agility and confidence. I can learn the best jumping technique for distance I can throw different objects in a variety of ways (underarm, push, overhead - to a target) I can hurdle an obstacle and maintain an effective running style I can run for distance I can complete an obstacle course with increased control and agility.	I can explore and develop running for different lengths and speeds using a good technique I can throw in a range of ways with increasing accuracy to hit a target and for distance (javelin, shot put, discus) I can jump in several ways, with a short and appropriate run up (standing long and triple) I can estimate and measure how far an object can be thrown. I know what a relay is and can participate in one using a baton	I can improve my running technique for endurance and speed I can throw safely and accurately in a range of ways .(shot put, hammer, javelin, discus) I can explore different footwork patterns I choose the best pace for running I am controlled in take-off and landing when jumping I know how to pass a baton in a relay	I can apply athletic techniques to competitive situations I understand what pacing is and can pace myself demonstrating the correct technique. I can show accurate speed, strength and stamina in my athletics I adapt my skills to different situations and can choose the appropriate technique for each event (throwing). I can use speed and accuracy when passing a baton	I can identify and explain good athletic performance I can combine running and jumping well. I can compete against myself and others. I can develop consistency in my actions across several events. I can choose appropriate techniques for specific events (jumping).

Key
Competencies

Pathway 3	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	I can jump off an object and land appropriately I can stand on one foot when shown I can travel with confidence and skill around, under, over and through balancing and climbing. I can explore large and small ways of moving and making shapes.	I can show control within patch balances I can show a variety of shapes and use them within jumps (from one to two feet) I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them. I can roll in stretched and curled positions (pencil, arch/dish, egg, forward) I can link simple combinations of travelling, balancing and jumping within different variations. I can understand and describe basic actions and dynamics I can present myself at the beginning and end of a skill or sequence. I can remember and repeat sequences.	I can travel in a variety of pathways with different dynamics such as zigzagged and curved. I can perform rolls with increased difficulty (teddy bear, forward and backward) I can work with a partner to develop a short sequence showing contrasting actions I can develop jumps with turns (1/2 and 1/4), shapes (squatting, straddling) and within flight onto apparatus I can perform a sequence linking shape, travel, roll, jump to a balance. I can adapt my routine to perform on apparatus I can accurately describe a sequence of my own and others I can practise actions and sequences to improve performance	I can show control whilst balancing on two points with support (handstand, headstand) I can use rotating movements within my sequence (turns, spins) I can show a variety of body shapes and pathways within partner work. (curved, pin, tuck, star shapes) I can devise a short sequence, as a group, which includes specific skills and start and end positions to movements. (rolls) I can adapt and repeat sequences to work with a partner and apparatus I can use specific vocabulary to compare and contrast actions and sequences of others whilst suggesting improvements	I can show control when performing a complex balance (handstand, headstand) I can show contrast in speed, shape, level and direction within movements and sequences. (wheel actions, cartwheel) I can develop transitions onto equipment through vaulting. I can use mirroring and matching within partner work. I can combine actions with a partner performing identical actions but contrasting speeds I can combine actions with repetition of the same shape using apparatus I can compare my performance with that of others. I can work constructively with a partner combining movements	I can combine a variety of actions, balances and shapes within my sequence (straddle, twisting) I can develop control moving into and out of balances with fluency and a variety of pathways (headstand, handstand, cartwheel) I can develop partner work with mirroring, matching and simple cannons I can devise and perform longer and more complex sequences I can include a variety of speed, shape, direction, dynamics and levels within my sequence. I can identify a focus for self and peer improvements I can consistently and accurately perform a sequence with control	I can develop flight and twisting within all aspects of my sequence. I can combine changes in shape, speed, dynamics, direction and levels within my own work and that of a partner. I can understand and use counterbalances within a sequence during partner or small group work. I can select a range of different ways to link actions fluently I can show diversity and originality in the my own and partner work showing unison, cannon, mirroring and matching. I can constructively and descriptively comment on my own and others work, using technical vocabulary

Pathway 4	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA	Teambuilding I can move safely in a space. I can slow down or change the way I am going to stop myself from bumping into my friends or things. I can follow long instructions where I have to do two or more things. I can talk and listen to my friends and grown ups.	Teambuilding I can recognise my own space. I can explore finding different places using pictures. I can use equipment safely when working individually and in a team. I can follow a set of instructions. I can complete a set obstacle course.	Teambuilding I can follow simple routes and trails, orientating myself successfully I can work collaboratively with others to complete a task. I can complete a set obstacle course with increased control and agility. I can recognise symbols and pictures and relate them to an object orientating them to myself.	I can plan routes around obstacles I can begin to work cooperatively with others to solve challenges I can follow a sketch map of places known to me I can work collaboratively to solve problems	I can follow a leader in a team as well as lead a team cooperatively to solve challenges. I can use plans and diagrams to help move around I can follow a map of a simple star orienteering course and simple point to point course I can adapt my actions to changing situations	I can use a map and diagram to orient myself. I can work with others to plan responses to an activity or challenge I can assess the risk and adapt my plans accordingly I can use and a compass to navigate a route	I can accept responsibility and take a role within a team to complete a task. I can overcome barriers in new activities I can plan a route and a series of clues I can follow a simple route on an OS map, identify features

Key Competencies



Pathway 5	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming				I can swim competently, confidently, and proficiently over a distance of at least 25m. I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can understand basic pool safety skills I can swim confidently for at least 10m (any stroke). I can demonstrate at least two different strokes confidently. I can enter and exit the poolside safely. I can confidently submerge in the water and regain a standing position.	I can swim competently, confidently, and proficiently over a distance of at least 25m. I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can understand basic pool safety skills I can swim confidently for at least 15m. (any stroke) I can confidently recall three of the four key water safety messages. I can jump into the water confidently and fully submerge. I can perform a floating position for 5 seconds.	I can swim competently, confidently, and proficiently over a distance of at least 25m. I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can understand basic pool safety skills I understand how to keep safe in different water-based situations. I can tread water for 30 seconds I can demonstrate an action to get help I can swim confidently for at least 20m. I can demonstrate a variety of strokes.	I can swim competently, confidently, and proficiently over a distance of at least 25m. I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations. I can understand basic pool safety skills

Pathway 6	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Multi Skills I can move in a variety of ways; walking, jumping and hopping and stop safely in a specific area. I can send and receive a ball by rolling from hand and striking with foot. I can explore aiming and throwing an object under and over arm, I can catch an object that's been pushed, rolled or bounced with two hands I can take turns and follow simple rules during mini games.	Multi Skills I can move whilst using equipment. I can throw over arm and under arm to a target. I can catch a ball demonstrating correct technique. I can recognise space when playing games. I can change direction quickly whilst travelling. I can follow rules to play fairly. I understand when I am a defender and when I am an attacker.	Multi Skills I can confidently pass and move in a range of spaces using equipment. I can throw over arm and under arm towards a target when under pressure. I can catch a ball from varying heights and directions. I can find space away from others when playing games. I understand the rules and can use them to keep a game going. I can stay close to another player to try to stop them from getting the ball. I understand what to do when I am an attacker and a defender.				

Key
Competencies

Key
Competencies

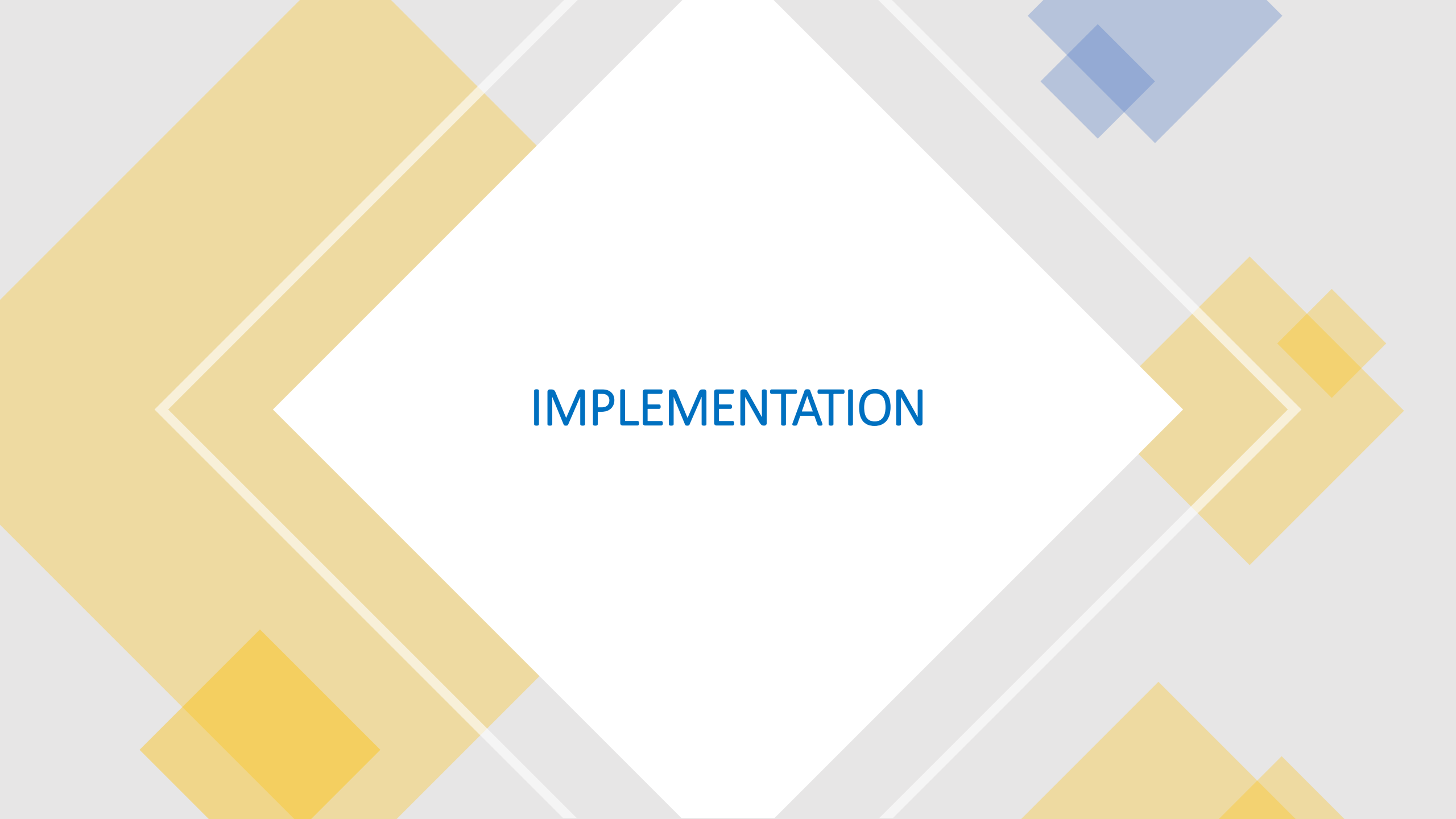
		Invasion Games I can kick/stop a ball using a confident foot while static. I can throw, catch, bounce and steer a ball with increasing accuracy I can cover space in defence and work as a team in attack. I am beginning to dribble a ball with my hands and feet.	Invasion Games I can pass a ball accurately (hands and feet) over longer distances to a team mate. I can perform some dribbling skills with hands and feet using space. I can combine stopping, pick up/collect and send a ball accurately to other players. I can make simple decisions about when/where to move in a game to receive a ball and keep possession. I can explore and develop dodging to attack and defend	Invasion Games I understand how to use a ball in different invasion games. I can begin to pass and receive a ball to create space I can begin to dribble with control. I can begin to shoot at a target. I can begin to link skills of passing, receiving, moving and shooting. I can begin to move to create attacking opportunities. I understand tagging in relation to tag rugby	Invasion Games I can develop passes specific to each invasion game (push-hockey, chest, bounce, shoulder; netball, backwards; tag rugby) I can develop passing and dribbling to create space for attacking opportunities. I can begin to understand what defending means.	Invasion Games I can show increased control when dribbling around obstacles, passing in different directions, one/two touch passing and shot speed choices. I can choose tactics for attacking, including shot placement and choice. I can understand defending techniques such as blocking, turning, marking, zonal and tackling. I can understand the specific rules to games. I can transition from attack to defence and vice versa	Invasion Games I understand the role an official plays within sports and develop my own officiating skills. I can change tactics to suit the changing game situation. I can apply possession skills and defending skills to a game. I can be a supportive team member and team leader, managing a game.
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Key
Competencies

	Net and wall games I can show correct grip when using equipment I can hit a ball into a space to gain points I can stop a ball and push it back to a partner. I can balance a ball on a bat using one hand.	Net and wall games I can send a ball using a bat. I can strike a ball in varying directions. I can demonstrate a rolling rally using a racket. I can bounce a ball on a bat using one hand. I can hit a ball to a target to gain points.	Net and wall games I can tap a ball back and forth to a partner with a racket. I can begin to know what a forehand and backhand position is I can begin to move to intercept and anticipate the direction of a send I can begin to create space to win a point against an opponent	Net and wall games I can develop my forehand shot I can create a space to win a point using a racket against an opponent I can begin to understand a backhand shot. I can begin to move my racket in a low to high swing with an accurate placement.	Net and wall games I understand and can appropriately use a volley shot I can serve appropriately for the game purposefully aiming for a space to score.	Net and wall games I can play a game in singles and doubles; understanding how the rules differ I can choose appropriate shot placement and tactics to win a point.
	Striking and fielding Games I can show correct grip when using equipment I can hit a ball into a space to gain points I can show different ways of hitting, throwing and striking a ball. I can play as a fielder and get the ball back.	Striking and fielding Games I can send a ball using a bat. I can play as a fielder and pass a ball back to the bowler. I can strike a ball in varying directions. I can hit a ball to a target to gain points.	Striking and fielding Games I can use equipment with increased control and technically accurate. I understand how stance can affect the result of a game. I can apply overarm and underarm throwing accurately I can chip and put a ball. I can strike with intent I can stop a ball using long barrier	Striking and fielding Games I can stop and retrieve a ball efficiently, using catching and long barrier. I can strike a ball at different angles and speeds; understanding the impact on the ball's final placement I can develop bowling as well as other specific roles. (backstop, fielder)	Striking and fielding Games I can understand and demonstrate different bowling techniques I understand different batting tactics and begin to implement them within a game. I understand and can develop fielding tactics and positions. I can begin to understand rules and umpire.	Striking and fielding Games I can apply different physical and cognitive skills when batting and fielding to score runs. I can change attacking and defending tactics to suit the changing game. I can consistently follow the rules of the game and understand how shots impact on the game.

Pathway 7	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health related fitness	I can tell you about different ways of keeping healthy, like doing exercises. I can get dressed and undressed by myself. I know what exercise is I can identify changes to my body when I exercise, e.g. get hot I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	I understand that my heart beats faster when I exercise I know why we should exercise I know a lesson starts with a warmup and ends with a cool down I can be active for an additional 30 minutes everyday school day I can identify hazards in the space I am working in. I can safely carry and use equipment in all pathways of PE. I can show increased flexibility and strength.	I know what being physically active means. I can describe how my body feels at different points in the lesson I understand physical effects of exercise (heart rate, breathing rate, temperature) I can explain how hazards can impact on my space during exercise and suggest ways of how to reduce their risk. I know that mental wellbeing is a normal part of daily life, in the same way as physical health. I can show increased speed and stamina.	I can explain the importance of a warmup and cool down I can compare my heart rate and breathing rate from resting and active I can take responsibility for being physically active at home everyday I can name elements of fitness (strength, flexibility, speed and stamina) I know the benefits on physical exercise of mental wellbeing and happiness.	I know the importance of different elements of fitness have on physical activities. I can devise simple routines of stretching exercises to teach to others I understand the importance of mediation on my mental health. I understand how the body reacts at different times and how this affects performance.	I know how muscles work I understand elements of a warmup and devise a warmup routine to perform to peers I understand what energy balance is and how food impacts on our energy levels and fitness levels I understand how to develop flexibility, strength, technique, control and balance. I understand the relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.	I can devise warmups and cool downs to suit the activity and execute them safely and effectively I can assess my own fitness needs in relation to the exercise and know other activities to improve their fitness I understand different body types and how muscles work to improve body types. I understand and participate in different fitness tests. I can understand the importance of regular exercise and how it impacts on my health.

Key Competencies



IMPLEMENTATION

Topic Overview

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Reception	Multi –Skills Travelling - Walking/Jumping Gymnastics –Moving High/Low/Under/Over	Multi-skills – Ball Skills – Hands OAA – Team Building – Parachute games	Gymnastics –Basic Shapes and travelling	Multi –skills – Ball Skills –Feel Team Building/Games for Understanding –taking turns/keeping score/defending/attacking.	Dance Around the world	Gymnastics –Jumps and landings & basic rolls. Athletics –Sports Day Practise
Year 1 Indoor	OAA – Team Building I can recognise my own space. I can use equipment safely when working individually and in a team. I can follow a set of instructions. Dance – Seasons I can make a variety of shapes with my body. I can travel in lots of ways and in different pathways. I can copy a short dance sequence. I can link actions, dynamics and space in response to a stimulus.	Gymnastics I can show control within patch balances I can show a variety shapes and use them within jumps (from one to two feet) I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them. HRF – Yoga I know why we should exercise I can identify hazards in the space I am working in. I can show increased flexibility	HRF – Circuit Training I understand that my heart beats faster when I exercise I can identify hazards in the space I am working in. I can show increased strength. Dance I can use my own ideas to move to music and describe how my feelings are expressed through my movements. I can understand and respond to dance as a sequence of rhythms and patterns. I can understand and follow a motif.	Gymnastics I can roll in stretched and curled positions (pencil, arch/dish, egg, forward) I can link simple combinations of travelling, balancing and jumping within different variations.	Sports hall athletics I can practise short distance running. I can jump showing correct landing and take-off technique I can explore different footwork patterns OAA – Team building I can explore finding different places using pictures. I can use equipment safely when working individually and in a team.	HRF – Yoga I understand that my heart beats faster when I exercise I can show increased flexibility Gymnastics I can present myself at the beginning and end of a skill or sequence. I can remember and repeat sequences.
Outdoor	OAA – Team building I can recognise my own space. I can use equipment safely when working individually and in a team. I can follow a set of instructions. Games – Multi Skills – throwing/catching/travel/agility I can move whilst using equipment. I can throw over arm and under arm to a target. I can catch a ball demonstrating correct technique. I can change direction quickly whilst travelling.	Games: Invasion – Ball skills – Hands & feet I can kick/stop a ball using a confident foot while static. I can throw, catch, bounce and steer a ball with increasing accuracy I can cover space in defence and work as a team in attack I am beginning to dribble a ball with my hands and feet.	Games – Net and wall – Bat and Ball I can show correct grip when using equipment I can hit a ball into a space to gain points I can stop a ball and push it back to a partner. I can balance a ball on a bat using one hand.	Games – Invasion – Attacking and Defending I can follow rules to play fairly. I understand when I am a defender and when I am an attacker. I can cover space in defence and work as a team in attack	Games – Striking and Fielding – Bat and Ball I can show correct grip when using equipment I can hit a ball into a space to gain points I can show different ways of hitting, throwing and striking a ball. I can play as a fielder and get the ball back.	Athletics I can use varying speeds when running I can explore arm mobility I can explore different methods of throwing (under and over arm) Sports Day OAA – Team Building I can complete a set obstacle course.

Topic Overview

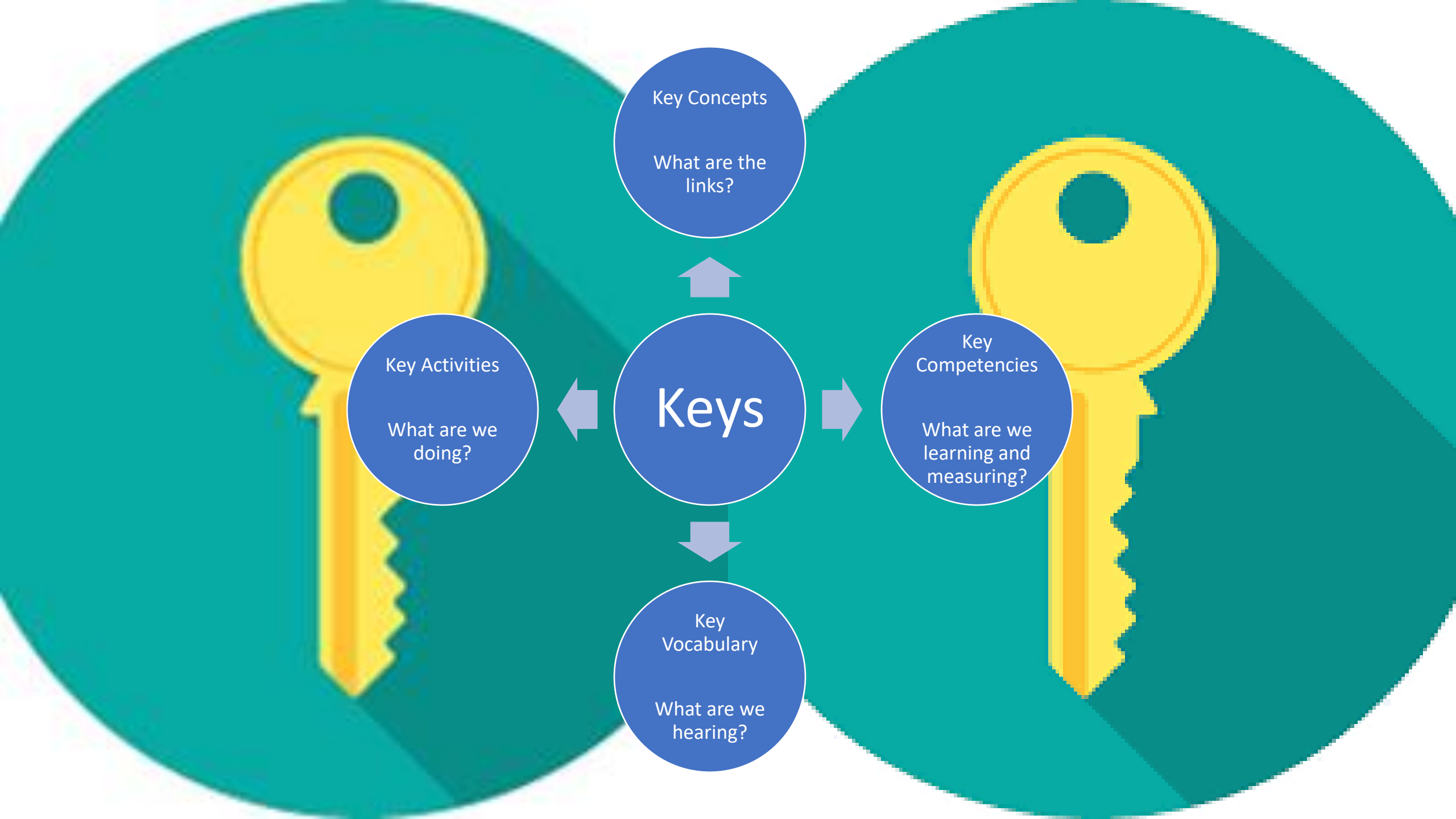
Year 2 - Indoor	OAA- Team building I can work collaboratively with others to complete a task. Gymnastics I can travel in a variety of pathways with different dynamics such as zigzagged and curved. I can perform rolls with increased difficulty (forward)	Dance Fireworks I can add movements, expression and emotion to a motif and explain why I used these. I can change rhythm, speed, level and direction with increased consistency. I can work with a partner. I can respond to descriptive language with a movement and action.	HRF –Yoga I know what being physically active means. I know that mental wellbeing is a normal part of daily life, in the same way as physical health. Gymnastics I can perform rolls with increased difficulty (teddy bear and backward) I can develop jumps with turns (1/2 and 1/4), shapes (squatting, straddling) and within flight onto apparatus	Dance – African Dance I can use more control and co-ordination then evaluate my own work I can accurately describe a sequence of my own and others I can practise actions and sequences to improve performance I can perform and repeat short dances, step patterns and movement phrases	Athletics I can run with agility and confidence. I can throw different objects in a variety of ways (underarm, push, overhead – to a target) I can hurdle an obstacle and maintain an effective running style I can run for distance OAA – Team Building I can follow simple routes and trails, orientating myself successfully	HRF – Circuit Training I understand physical effects of exercise (heart rate, breathing rate, temperature) I can show increased speed and stamina. Gymnastics I can work with a partner to develop a short sequence showing contrasting actions I can perform a sequence linking shape, travel, roll, and jump to a balance. I can adapt my routine to perform on apparatus
Outdoor	OAA – Team building I can complete a set obstacle course with increased control and agility. Games – Invasion – Ball Skills – hands I can confidently pass and move in a range of spaces using equipment. I can throw over arm and under arm towards a target when under pressure. I can catch a ball from varying heights and directions. I can pass a ball accurately (hands) over longer distances to a team mate.	Games – Invasion – ball skills – feet I can pass a ball accurately (feet) over longer distances to a team mate. I can perform some dribbling skills with hands and feet using space. I can combine stopping, pick up/collect and send a ball accurately to other players. I can explore and develop dodging to attack and defend	Games – Net and Wall I can send a ball using a bat. I can strike a ball in varying directions. I can demonstrate a rolling rally using a racket. I can bounce a ball on a bat using one hand. I can hit a ball to a target to gain points.	Games – Striking and Fielding I can send a ball using a bat. I can play as a fielder and pass a ball back to the bowler. I can strike a ball in varying directions. I can hit a ball to a target to gain points.	Games – Invasion – Attack vs Defence I understand what to do when I am an attacker and a defender. I can find space away from others when playing games. I understand the rules and can use them to keep a game going. I can stay close to another player to try to stop them from getting the ball I can make simple decisions about when/where to move in a game to receive a ball and keep possession.	Athletics I can complete an obstacle course with increased control and agility. I can learn the best jumping technique for distance I can throw different objects in a variety of ways (underarm, push, overhead – to a target) Sports Day OAA – Team building I can recognise symbols and pictures and relate them to an object orientating them to myself.

Topic Overview

Year 4	OAA - Team building	Gymnastics Cartwheels	Games - Net and Wall Forehand and backhand accuracy	Gymnastics Vaulting	Athletics Footwork patterns	Dance
Indoor	I can follow a leader in a team as well as lead a team cooperatively to solve challenges. Games – Invasion I can develop passes specific to each invasion game (push- hockey, chest, bounce, shoulder; netball, backwards; tag rugby)			HRF -Yoga I understand the importance of meditation on my mental health.	I am controlled in take-off and landing when jumping I can throw safely and accurately in a range of ways (shot put, hammer, javelin, discus)	
Outdoor	OAA including cooperation and team building I can follow a leader in a team as well as lead a team cooperatively to solve challenges. I can adapt my actions to changing situations Games - Striking and fielding I can stop and retrieve a ball efficiently, using catching and long barrier. I can strike a ball at different angles and speeds; understanding the impact on the ball's final placement	Games - Invasion I can develop passes specific to each invasion game (push- hockey, chest, bounce, shoulder; netball, backwards; tag rugby)	OAA I can use plans and diagrams to help move around I can follow a map of a simple star orienteering course and simple point to point course Games - Invasion I can develop passing and dribbling to create space for attacking opportunities.	Athletics I can improve my running technique for endurance and speed I choose the best pace for running Games - Net and Wall I can create a space to win a point using a racket against an opponent	Games - Net and Wall I can create a space to win a point using a racket against an opponent Games - Invasion I can begin to understand what defending means.	Games - Striking and fielding I can develop bowling as well as other specific roles. (backstop, fielder)

Invasion – handball, goalball, football, hockey, basketball, ultimate Frisbee

Net and wall – tennis





Reception

PE in the EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE

Three and Four-Year-Olds	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
	Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

THREE AND FOUR-YEAR-OLDS CONTINUED	EXPRESSIVE ARTS AND DESIGN		RESPOND TO WHAT THEY HAVE HEARD, EXPRESSING THEIR THOUGHTS AND FEELINGS.
Reception	Personal, Social and Emotional Development		- Manage their own needs. -personal hygiene - Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development		- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	Work and play cooperatively and take turns with others.




ELG Continued	Physical Development	Gross Motor Skills	· Negotiate space and obstacles safely, with consideration for themselves and others. · Demonstrate strength, balance and coordination when playing. · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	· Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.





Year I

PE – Autumn 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * Participate in team games, developing simple tactics for attacking and defending * Perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	OAA/Team Building - - I can recognise my own space. - I can use equipment safely when working individually and in a team. - I can follow a set of instructions. Dance - Focus: Seasons - To develop balance and co-ordination. - To perform dances using simple movement patterns - To show awareness of others when working in a group. - To perform dances with changes of speed and shape to represent an object. - To vary the shape and speed of movements to represent an object. Multi Skills - I can move whilst using equipment. - I can throw over arm and under arm to a target. - I can catch a ball demonstrating correct technique.	OAA/Team Building Team work individual space hand eye co-ordination Dance - Travel Jump Spin Shape Control Describe Evaluate Skate Canon Height Actions Improvise Gallop Multi-skills: Running Jumping Throwing Catching Receiving Roll Bounce Hula hoop Spin Jog Walk Target Direction - sideways, left, right, backwards, forwards, diagonally Pathways- zigzag, curved, direction, warm-up.	1. Which basic movements can you perform? Which is the best way to receive a ball? Rolling - Recognise and complete basic movements including running, jumping, throwing and catching. I can track and receive a ball. Challenge – How far can stand apart from your partner when you throw the ball without dropping the ball? 2. How do you change direction quickly? How can you move while bouncing a ball? Changing Direction: Recognise and complete basic movements including running, jumping, throwing and catching. I can change direction. Apply skills to bounce a ball with control. Challenge- How quick can you move with the ball and still control it? 3. How can you make it easier to throw a ball and catch a ball? How quickly can you change speed? Changing Speed- Recognise and complete basic movements including running, jumping, throwing and catching. Apply skills to move at different speeds. I can throw and catch. Enrich – Can you compare which is the easiest way to travel quickly and discuss why? 4. How can you throw and catch to a partner without dropping the ball? Recognise and complete basic movements including running, jumping, throwing and catching. I can apply skills to throw and catch a ball with a partner. Broaden- Can you race a partner using the different ways to travel to see who is the fastest? 5. How far can you throw the ball overarm? Throwing overarm Recognise and complete basic movements including running, jumping, throwing and catching. I can apply skills to throw overarm. Challenge Can you throw further than 3 metres? 6. How do you throw a quoit underarm? Recognise and complete basic movements including running, jumping, throwing and catching. I can apply skills to throw a quoit to a target. Challenge – who can throw the furthest? You or your partner? OAA - Children to explore their spatial awareness through the use of parachute games. Children to split into groups to create a team. Standing in lines, children pass the ball in different ways down the line. The last child in the line to run to the front and continue passing the ball until the team leader is back at the front. Dance Seasons - Children to learn how to create small/low, medium and large/high shapes using their bodies. Children to move with a focus on dynamics and space when creating shapes. Challenge – Can you perform your large shape low and small shape high? - Children to use their knowledge of shapes to create a journey of a seed that turns into a tree to music. (movements: seed blowing in the wind, seed planted in the ground, sprouting, growing taller, growing branches, growing leaves) - Children to listen to a piece of music and discuss what happens during autumn. Children to create movements for their journey to the park in the autumn. (movements: putting on wellies, running to the park gates, jumping in the leaves and stamping in the leaves) Challenge- Can you Create Improvisation and make a sequence of actions? - Class to split into 4 groups and perform the journey to the park responding to the music appropriately. - In groups, children to perform the journey to the park and the journey of a seed together to create a longer sequence of movements. Enrich- Can you perform your sequence to the class as an audience?

PE – Autumn 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Invasion Games Hands & feet I can kick/stop a ball using a confident foot while static. I can throw, catch, bounce and steer a ball with increasing accuracy I can cover space in defence and work as a team in attack. I am beginning to dribble a ball with my hands and feet. Gymnastics I can show control within patch balances I can show a variety of shapes and use them within jumps (from one to two feet) I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them. HRF – Yoga I know why we should exercise I can identify hazards in the space I am working in. I can show increased flexibility	Direction - The way you are moving; sideways, left, right, backwards, forwards, diagonally Travel – Ways of moving from one place to another; forwards, backwards, sideways, sidestep Throw – Moving something with the motion of the arm. Pass – To move something to a particular place Dribble – To move something repeatedly Attack – When you and your teams objective is to score a point or goal Defend – When you and your team need to prevent the other team from scoring Possession – To gain control of the ball Point balance - using small body parts such as; hands, feet, elbows, knee Patch balance - uses large body parts such as the tummy, bottoms, backs, and legs. Jump- this can be taking off and landing Travel – moving from one place to another using different body parts Apparatus- equipment to use for gymnastics.	Invasion - 1.How can I control a ball with my feet? Working in pairs, children use the correct technique to kick the ball to the partner and stop it with control. In groups, children kick the ball down the line, stopping and turning until it reaches the last child in the group. Repeat going back up the line. <i>Challenge– Can you increase the space between you and your partner? Can you accurately kick the ball back to your partner without stopping it?</i> 2.How can I dribble the ball in football? Children to play a game involving passing from foot to foot, moving around in a circle, changing direction and stopping. In small groups, children take it in turns to dribble the ball to the cone, stop to control the ball if needed and kick the ball in the goal. <i>Extend – Can you increase the pace and size of your movements but still maintain control and look where you are going?</i> 3.How can I dribble the ball in basketball? Children to dribble the ball with their hands in a space. In groups, children to dribble straight to the cone and back to the next child in a relay. <i>Broaden – What is spatial awareness? How can you find space? Can you change direction and pace?</i> 4.How can I pass the ball in basketball? In pairs, children learn to bounce pass and chest pass to their partner. Focus on stance, grip and eye contact when throwing and catching. <i>Enrich – How many different ways can you pass a ball? What technique is needed for each pass? Why are there different passes?</i> 5.How can I pass the ball with accuracy to my team? In groups of four, children stand in the four corners to create a square. Children pass the ball (with their hands) around the square, follow their pass and pass and run around the outside, use different passes. Use different shapes or more children in a group. <i>Extend – Which shape was the easiest to pass with accuracy in? Why was it easier? Does the shape create more distance?</i> 6.How can I steer a ball with accuracy? Children to learn how to hold a hockey stick correctly and practice steering the ball with it into a space. In groups, children to steer the ball to the cone, around it and back to the next child in a relay. <i>Challenge – Can you steer the ball around obstacles? Can you steer and pass to a target?</i> 7.What is attack and defence? Children to understand the rules of attack and defence. Using colour hockey sticks, children identify who is the team attacking and defending. Children to shadow someone from the opposite team and play a small group game of outdoor hockey. First team to score stays on and the other team swaps. <i>Enrich – What does the attacking team do? What does the defending team do? How can you work together as a team to prevent the other team from scoring? How can you try and score when someone is following you?</i> Gymnastics - 1.What shapes can I make with my body? Children to understand the difference between a patch and point balance. Children to perform these balances and learn the names of some: Tuck, Pike, Straddle, Star, Arch and Dish. <i>Challenge – Can you use the shapes within jumps?</i> 2.How can I travel in different ways? Children to travel across mats in different ways. As a class, create a short sequence involving a shape to start, travel across the mat and finish with another shape. <i>Enrich – What is a sequence? How do you start a sequence in gymnastics if you are a girl or boy?</i> 3.What is a sequence? Children to work with a partner to create a sequence of their own using their knowledge of shapes and ways to travel across a mat. Children to perform their sequences and learn to peer assess. <i>Broaden – What shapes can you create in your sequence? How can you travel? How do you finish your sequence?</i> 4.How can I use apparatus safely? Children to travel across a bench in different ways. As a class, create a sequence including a shape to start, travel across a bench and end with a shape. <i>Enrich – How can you travel across a bench? Which parts of the bench can you use?</i> 5.Can I create my own sequence? Children to work in groups of 4 to create and perform their own sequence applying their knowledge and skills. <i>Challenge – Can you create a sequence with multiple shapes and ways to travel?</i> 6&7.How can I increase my flexibility? Class based Yoga

PE – Spring 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities . Participate in team games, developing simple tactics for attacking and defending ☑ perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Multi Skill - Net and wall I can show correct grip when using equipment I can hit a ball into a space to gain points I can stop a ball and push it back to a partner. I can balance a ball on a bat using one hand. HRF – Circuit Training I understand that my heart beats faster when I exercise I know why we should exercise I know a lesson starts with a warmup and ends with a cool down I can identify hazards in the space I am working in. Dance I can make a variety of shapes with my body. I can travel in lots of ways and in different pathways. I can copy a short dance sequence. I can link actions, dynamics and space in response to a stimulus. I can use my own ideas to move to music and describe how my feelings are expressed through my movements. I can understand and respond to dance as a sequence of rhythms and patterns. I can understand and follow a motif.	Net and Wall – Bat Racket Cricket bat Batter a person who hits the ball with a bat Fielder a person who runs after the ball to get it back to the bowler to stop the batter Bowler a person who throws the ball for the batter to hit. Space Target – something to aim at HRF – Circuit Training obstacle exercise balance co-ordination hazards Dance – Shape Travel Pathways Sequence Action Dynamics Space Stimulus Expression Rhythm Pattern Motif Speed Unison Canon Mirroring Improvise	Multi Skills – Net and Wall - 1. How do you hold a bat? Children to identify and practice how to hold a bat correctly and how to move safely holding the bat. Challenge – Can you demonstrate how to use other bats? What can these different bats be used for? 2. How do you hit a target? Children to apply skills for holding a bat/racket correctly and move and stop without dropping the beanbag. Practice hitting the beanbag into the air and into a target. Challenge – Can you transfer the skills using a different ball? What do you have to do differently? 3. Who can score the most? Invent a simple game. Practice hitting the beanbag and then ball to a partner and then move onto a team game to hit the ball into a target e.g hoop. Challenge – Can the target be moved further away? What do you have to do to be able to hit the ball further away? 4. How do you push a ball along the ground with a bat? Children to apply holding a cricket bat correctly to pushing a ball along the ground using the cricket bat. Then develop the skill by pushing the ball around cones keeping control of the ball. Practice hitting the ball between to cones to score a goal. Extend – If another cone was added to the goal, what would you need to do? 5. What is a bowler, fielder, batter? Children to practice batting the ball along the ground to each other and hitting it back. Children to then apply skills and understanding of bowlers, batters and fielders to play a game. Extend – What would happen if more fielders were added? 6. How do you play a simple game? Children to work in groups to play a simple game of cricket using the skills they have learnt. Children to try to score points running while the fielders get the ball back to the bowler. HRF – Circuit training (Indoor) – Children will complete obstacle courses where they demonstrate balance and co-ordination when moving round and over them. They will also show that they can jump with control as well as balancing when travelling along a pathway. Children will then apply the skills learnt to complete a circuit activity independently. Extend – When in PE could we use these skills? What are they helping to develop? Dance (Indoor) - 1. How do fireworks move in the sky? Children use streamers to identify and create shapes of fireworks using the space around them and the hall. Demonstrate using and describing different direction forwards, backwards, diagonally, zigzag, Skip, spin, jump and turn exploding like a firework. Challenge – Could you include different pathways you have learnt in gymnastics into your sequence? 2. Which firework can you be? Chn move around demonstrating different pathways and jumping when they meet someone. Chn work with a partner using the streamers to move like fireworks. Can they move in unison? Chn create a firework dance with their partner to music. Chn evaluate their movements and others. Extend – Could you include a jump and a turn in your routines? What could you and your partner do to stay in time with each other? 3. How do astronauts move in space? Children to identify and describe movements an astronaut would use. Light, floaty. Gentle, slow. Children move around the hall imagining that they have walked out of the space rocket. Use large footsteps, slow jumps, move on balls of their feet. When they meet someone else bump into them gently in their large spacesuits and spin the other way. Children invent and create a dance story. Broaden – How is this movement different to last lesson? Could you pick 4 of your favourite movements and repeat them demonstrating different levels? 4. Can you move like an alien? Children to create different shapes to balance on using different amounts of points to balance on. Children to find different ways of moving smooth, jerky, spinning, twisting, hopping, sliding Move along different pathways straight, zigzag, curved lines. Can they move around in their strange shape? When they meet another alien wave and do a silly dance. Extend – Could you link and perform a simple roll or turn with your silly shape? 5. How does your spaceship move? Children move around imagining that they are in spaceships using and applying different heights, speeds and pathways that they have practised. Children to create a sequence of dance. Start in pairs and Join another pair and Then make a circle with the small group. Evaluate and analyse why dances were good. Challenge – Could you use expressions with your face to show how you might feel at different points in the dance?

PE – Spring 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Multi Skills I can move whilst using equipment. I can throw over arm and under arm to a target. I can catch a ball demonstrating correct technique. Invasion Games I can kick/stop a ball using a confident foot while static. I can throw, catch, bounce and steer a ball with increasing accuracy I can cover space in defence and work as a team in attack. I am beginning to dribble a ball with my hands and feet. Gymnastics I can show control within patch balances I can show a variety shapes and use them within jumps (from one to two feet) I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them. I can roll in stretched and curled positions (pencil, arch/dish, egg, forward) I can link simple combinations of travelling, balancing and jumping within different variations. I can understand and describe basic actions and dynamics I can remember and repeat sequences	Invasion - Attack Defend Mark opponent space dodge rules Gymnastics - Control Front/back support Sequence Co-ordination Movement Tuck shape Arch Dish Stretch Flight jump, present Tuck Stretch h Star	<u>Invasion Games – Attacking and defending</u> What is the best way to use the space around you? Children to play games such as 'Touch Down' to use the space available. Children to identify the space around them and compare their proximity to other players. How close can you stay to your partner? Children explore marking in pairs. One partner is the attacker, who can run freely about the space. The other partner is the defender, who should mark the attacker by staying close to them and moving the same way they move. Broaden- choose a different movement, move, then change it. How can you create a game? Children create games such as 'Piggy in the Middle' to practise defending the ball and the space. Move onto larger team games and apply skills continuing to defend the ball and space by marking and following opponents. Extend - In a larger team apply skills continuing to defend the ball and space by marking and following opponents. How can you control the ball to pass it to a partner? Plan games in 3's where they are practicing passing the ball. Challenge- Can you move closer to each other? Can you use a different sized ball. What is the best way to dodge a defender? Children to apply skills to play games where they are dodging defenders. Children play in a group with two defenders. Explain the new rule if a defender touches an attacker they must stand still and can try to catch other attackers using their arms. Challenge -Can children dodge defenders by changing direction quickly and by moving to suitable spaces? Explore a game of netball and identifying attacking and defending techniques/ positions Which are the best skills to play Touch Down game? Children apply skills plan how to play Touch Down games in groups of 6-8 following the rules and using all of the skills they have learnt over the past sessions. Can they improve their game by applying the new skills they have learnt? Broaden- Swap teams around to practise playing against different team members with different skills. Gymnastics - Which shapes can you make? Children to apply stretch and curl to create and hold different shapes and hold each for 3 seconds. Broaden Can you create a sequence? Children to create and plan a sequence following these rules . 2. How can you jump off the apparatus? Children to apply skills and techniques to progress onto jumping off apparatus I.e. tabletops and benches. Model jumping from one foot to two feet – jumping from two feet. Place 1 spot Extend- Can you use two spots, move from a one foot to two feet jump.? 3. How can you perform a forward/log roll? Recognise and identify how to perform a forward log roll Enrich-Forward rolls are only to be performed with the teacher. 4. How can you perform a sequence? Practise rolls and plan and perform in a sequence of Present, roll, finish, present Broaden – Can you include a jump/different way to travel? 5. Can you show your friend your sequence? Allow children time to plan and rehearse sequences. Then remove sequence off the board to encourage them to remember the sequence. Enrich – Can you say something positive about another person's sequence? What went well? Can you identify what you could do to improve your movement?

PE Games – Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Striking and fielding Games I can show correct grip when using equipment I can hit a ball into a space to gain points I can show different ways of hitting, throwing and striking a ball. I can play as a fielder and get the ball back. OAA/Team Building I can recognise my own space. I can explore finding different places using pictures. I can use equipment safely when working individually and in a team. I can follow a set of instructions. I can complete a set obstacle course. Athletics - Indoor I can use varying speeds when running I can explore different footwork patterns I can explore arm mobility I can jump showing correct landing and take off technique I can practise short distance running	Striking and fielding - Grip Balance Target Fielding striker control OAA/Team Building - Team work in individual space hand instructions obstacle explore Athletics - Run, jog, walk, sprint, faster, slower, quicker. Pathway, direction, straight, curved, zigzag, diagonal, run, jog, walk, sprint. Jump for height, high jump, landing safely	Striking and Fielding 1. Racket grip and balance Can you balance a bean bag on a racket? Children learn the correct grip for a tennis racket then develop skills using beanbags. Children to balance a bean bag on the racket. Toss the bean bag up and land on the racket. Extend -Competitive game of a beanbag relay. 2.Target practice Can you hit a target? Children to toss the bean bag but forwards rather than up. Play 'Feed the Crocodile' which involves target practice with hoops. Children then swap the beanbag for a ball and practice balancing the ball on the racket whilst moving. Children to then develop this skill by hitting it up and catching it with the racket. Challenge- How many times can they hit it before they lose control? 3. Apply skills to team games - Game time How many times can you hit a target? Children to work in pairs to hit the ball to each other safely. Working in groups of 4, children to play a mini game involving target practice. Children to hit the ball in the opposite hoop to score a point. Challenge How can they improve the accuracy of hitting the target? 4. Practise skills - Cricket bats How can you get the ball to a target using a cricket bat? Children learn the correct grip for a cricket bat. Children to control the ball along the floor using a the cricket bat. Can they hit it along the floor into a space? Extend the skill by controlling the ball in and out around a line of cones. 5. Bat and Ball Can you move the ball in a straight line? Children to practice rolling the ball along the ground in a straight line. Working in pairs, children to roll the ball back and forth to each other. In groups of three. Extend skills - children to play a mini game. 6. Apply skills - Children to play a game in groups of 6-8. Rotate groups around. OAA/Team Building – Children to work as teams to follow a set of instructions to help them find places in the playground. Linked to geography, children use pictures of the top playground and discuss where they are and what would be the quickest way to find them all. Extend – Is there a quicker way of completing the trail? What could you do? Athletics – How fast and how slow can you travel? Children to show different ways of moving at different speeds. Identify how body feels when moving or still. Broaden compare different speeds when hopping, jumping and skipping Which way will you go? Children to travel identifying and showing changing directions and travelling along different pathways. Compare different pathways that they can travel on. Extend create a sequence using 3 different directions and pathways. How many ways can you jump and land? Children to identify and show different ways of jumping and landing. Identify, compare and show Different heights and speeds. Challenge children to race each other using a specific jump. How many ways can you jump? Children to identify and show different ways of jumping and landing and compare and show jumping at different distances. Challenge children to measure who can jump the furthest from a starting point. Eg long jump Can you create different ways to jump and land? Children to demonstrate different ways of taking off and landing in jumps. Eg 2 feet to 1 foot. Build this to create different ways of travel using distance of jumps, height of jumps, jumping along different pathways and changing direction. Extend children to create a sequence of jumps and travelling Can you create a sequence of actions? Children to work in pairs shadowing/copying each other. Then create a short sequence of actions for jumping thinking about direction, pathways, height, taking off and landing in different ways. Broaden children to perform their sequence to an audience and evaluate

PE - Summer 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Health Related Fitness - Yoga - I understand that my heart beats faster when I exercise I can identify hazards in the space I am working in. I can show increased flexibility and strength. Gymnastics - I can show control within patch balances I can show a variety shapes and use them within jumps (from one to two feet) I can demonstrate a variety of curled and stretched shapes and use different body parts to travel in them. I can roll in stretched and curled positions (pencil, arch/dish, egg, forward) I can link simple combinations of travelling, balancing and jumping within different variations. I can understand and describe basic actions and dynamics I can remember and repeat sequences Athletics - Outdoor I can use varying speeds when running I can explore different footwork patterns I can explore arm mobility I can jump showing correct landing and take off technique I can explore different methods of throwing (under and over arm) I can practise short distance running	Gymnastics - Control Shapes Front/back support Tuck shape Arch Dish Stretch Flight jump, present Tuck Stretch Star control Sequence Co-ordination Movement Athletics - Run, jog, walk, sprint, faster, slower, quicker. Pathway, direction, straight, curved, zigzag, diagonal, run, jog, walk, sprint. Jump for height, high jump, landing safely Throw underarm overarm distance aim	HRF Yoga –Children to understand why we need to warm up and follow a warmup as well as cool down. Children will demonstrate basic stretches and begin to understand why stretching can improve flexibility. Discuss what posture means and what we can do to have good posture. Children will demonstrate flexibility and strength through copying basic yoga poses. Broaden – How can you support someone to create a calm approach/attitude to a task? Gymnastics - Can you compare stretched and curled shapes? Children to use stretch and curl to make and hold different shapes and hold each for 3 seconds. Challenge -adapt star, straight and tuck shapes to create balances showing good control Can you create sequence following rules? Present themselves – one arm boys/two arms girls, Balance, Travel, Balance, Present at end of routine. Extend choose and perform two contrasting balances showing good control How many different ways can you jump? Children to progress onto jumping off apparatus i.e. tabletops and benches. Model jumping from one foot to two feet – jumping from the two feet. Place 1 spot then two spots to encourage one foot to two feet jump. Children to identify and demonstrate different ways of jumping. Enrich - perform controlled straight and tuck jumps, landing safely How can you perform a forward roll? This week they will be learning how to forward roll. Forward rolls are only to be performed with the teacher. Model rolling drills for forward roll – rolling backwards and forwards in a ball/tuck shape – children to keep head off the floor. Children to recall how to perform a forward roll and demonstrate Can you create a sequence? Practise rolls and create a sequence to perform in a sequence of Present, roll, finish, present. Allow children time to rehearse sequences. Then remove sequence off the board to encourage them to remember the sequence. Challenge when working with a partner watch and describe a partner's sequence, identifying examples of contrast correctly and commenting on the control of rolls and balances Athletics : 1. Sprinting Race -practise basic movements practise running, jumping, throwing and catching, begin to apply these in a range of activities in the context of sprinting in a race Extend – Can you sprint in a straight line and use techniques to make you move faster? 2.Egg and Spoon Race-practise developing balance, agility and coordination, and begin to apply these in a range of activities in the context of competing in an egg and spoon Challenge- Can you move in different directions whilst balancing the egg on the spoon? 3. Sack Race – practise jumping in and out of a sack, jump in a sack while racing against others. Extend – Can you explain how you need to adjust your body position to jump as far as possible from two feet to two feet 4. Target Throwing, practise throwing towards a target using a variety of equipment, beanbags, sponge balls etc. Throw overarm and underarm to reach a target. Broaden, throw accurately towards a range of targets at different levels/distances; 5. Football Race, practise travelling with a football around obstacles. Travel in different directions while pushing a football with the feet. Challenge -change direction without having to stop the ball first 6. Obstacle Race, practise 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 in the context of competing in an obstacle race. Broaden, gauge and employ the quickest method of travelling across an agility ladder by varying the combination of jumps and hops used 7. Sports Day –encourage team building, positive encouragement between peers, enjoyment of sport etc. Enrich, ensure everyone in your team/race is positive about their abilities and results.



Year 2

PE – Autumn 1

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Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Gymnastics - I can create and travel in a variety of pathways with different dynamics such as zigzagged and curved. - I can perform rolls with increased difficulty (teddy bear, forward) - I can work with a partner to produce a short sequence showing contrasting actions - I can apply my understanding of jumps to include turns (1/2 and 1/4), - I can create and perform a sequence linking shape, travel, roll, jump to a balance. OAA - Team building - I can follow and complete simple routes and trails, orientating myself successfully - I can work collaboratively with others to complete a task. Games - Ball Skills – Hands - I can continue to confidently pass and move in a range of spaces using equipment. - I can throw over arm and under arm towards a target when under pressure. - I can catch a ball from varying heights and directions. - I can find space away from others when playing games. Invasion Games - I can pass a ball accurately (hands) over longer distances to a teammate. - I can perform some dribbling skills with hands using space. - I can combine stopping, pick up/collect and send a ball accurately to other players.	Gymnastics: bunny hop tiptoe step jump standing balance Shape L sit Pike Straddle Dish Arch Tuck Front support Back Support Stretch Star log roll egg roll teddy bear roll Forward roll Tuck jump T-lever straight jump Half-turn Full Turn Quarter-Turn Leap Balance OAA/Team Building: Cooperate Teamwork Agility Route Trail Collaborate Obstacle Control Games – Ball Skills – Hands: attacker/attacking target defend/defending/defender strike dribbling speed accuracy strike rules stance / positioning pass/send receive space rally control distance direction hand – eye coordination pathway score point agility confidence individual	Gymnastics: Balancing Shapes, Travelling and Rolls. - Shapes - Recap basic shapes and moving/travelling in them from year 1 – include side support – one arm in the air, other on the floor and two feet together, body faces the side. Repeat using apparatus – benches, box tops. Challenge - Can you adapt your balance to transition from a 4 point balance to a 3, to a 2, to a 1? - Applying on Apparatus - Children to explore balancing under, over, on and part of apparatus. Children to demonstrate how to safely mount and dismount off apparatus and begin to link different shapes. Challenge – Can you demonstrate a balance start from 4, 3, 2 and 1? What do you need to do in order to control the movement? - Jumps and Turns - Discuss how we can use our shapes to perform jumps. We can perform tuck jumps, stretch jumps and star jumps. REMEMBER KNEES BENT – START AND LANDING. Children to progress onto jumping off apparatus i.e. tabletops and benches. Extend – Can you demonstrate how to link a balance into a jump or a jump into a balance? - Forward Rolls – use wedge mat or layer 3 mats on top of one another to create a slope. Broaden – How could you change the ending to your forward roll? (Forward rolls to a variety of sitting end positions - pike, dish, straddle). - Flight on and off apparatus – Children to demonstrate understanding from last week and adapt to dismounting the apparatus and mounting the apparatus too. Straddle on - https://www.youtube.com/watch?v=DWWXW3t3H3U Squat on to feet – if children struggle, children can land on knees - https://www.youtube.com/watch?v=Dx5vAaj5T4I Challenge – Can you demonstrate two different mounts and dismounts onto the chosen apparatus? - Develop short sequences that include balances, rolls, basic travels and jumps - Extend - Can you include a ribbon in your routine? How will it change your movement? OAA – Team Building: String Game – the class are to roll a ball of string, making sure that everyone touches and holds the string once. Once everyone has a piece of string, then the aim to unravel the string in the same order it was given. Balls skills – hands - Recap – underarm throw and throw longer distance to a target, partner. Children to roll and throw to a target, ensuring they stay on the line. Challenge – What would happen if we made the distance further away? - Use different equipment when throwing and catching, children to develop and demonstrate an understanding of how to hold different balls and how to throw them - Broaden - What do you have to change when you catch different objects? How is catching a quoit different to catching a ball? What about different-sized balls? - Bounce the ball to a partner and self. Combine stopping, pick up/collect and send a ball accurately. Challenge – Increase distance - What happens if a bounce pass lands too close to a player's feet or is too far away? - Passing a ball accurately from different heights and directions. Encourage children to pass as quickly as possible. Extend - How can you increase your chances of stopping a rolling ball? - Make a decision about when and where to move in a game to receive a ball.

PE – Autumn 2

NC PoS	Key Concepts	Key Competencies	Vocabulary	Key Activity
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities . Participate in team games, developing simple tactics for attacking and defending ☑ perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Dance - - I can add movements, expression and emotion to a motif and explain why I used these. - I can change rhythm, speed, level and direction with increased consistency. - I can work with a partner. - I can respond to descriptive language with a movement and action. - I can perform and repeat short dances, step patterns and movement phrases - I can move to the beat and rhythm of the music - I can use more control and co-ordination then evaluate my own work. - I can practise actions and sequences to improve performance Invasion Games - I can pass a ball accurately, using feet, over longer distances to a team mate. - I can perform some dribbling skills with feet using space. - I can combine stopping, pick up/collect and send a ball accurately to other players. - I can make simple decisions about when/where to move in a game to receive a ball and keep possession. - I can explore and develop dodging to attack and defend Multi Skills (Ongoing) - - I can confidently pass and move in a range of spaces using equipment. - I can find space away from others when playing games. - I understand the rules and can use them to keep a game going. - I can stay close to another player to try to stop them from getting the ball. - I understand what to do when I am	Dance: Expression Motif Stimulus Rhythm Speed Level Direction Action Perform Step Patterns Beat Co-ordination Sequence Perform Unison Canon Mirror ing Levels Jump Turn Gesture Stillness Balance Games/Multi-skills: attack/ing/er target defend/ing/er strike dribbling accuracy rules anticipate tactics stance / positioning intercept possession Invasion pass/send receive coordination pathway competition score point goal	Dance: Diwali – Rama and Sita + Great Fire of London Lesson 1 – Responding to a stimuli – Children to create movements in response to the key events in the story and the language. They will re-enact parts in pairs (Rama and Sita) and in large groups representing Ravana and the monkeys. They will demonstrate emotions with facial expression and their bodies. They will work in groups to perform a canon – when monkeys build bridge. Extend – How could a prop (ribbon) be used to represent the monkeys build the bridge? Lesson 2 – Practicing - Children to work together to perform their sequence of movements with control and co-ordination. Children are to make sure they include expression and emotion in movements. Challenge – How could you use the whole space when performing movements? Can you recall any travelling sequences we used in gymnastics? Lesson 3 – Performance – Children are to perform their sequences to an audience, allowing their peers to describe and evaluate their work. Broaden – Can you include a starting and ending position like in Gymnastics? Dance - Great Fire of London Lesson 1 – Changing rhythm and direction. - Children to re-enact the build-up the great fire of London and how the fire started. They will move in different pathways, travelling through the busy streets of London, while responding to music. Extend – Can you use facial expressions to show how you would during each part? Lesson 2 – Changing Levels – Children will create movements to the music to show the fire spreading and the strong winds blowing. They will need to demonstrate a change in levels to represent how the fire darted from house to house. Challenge – Can you combine levels with changing direction and pathways? Lesson 3 – Changing speed – The children will demonstrate movements that have a difference in speed – this will be shown through the contrast of the people escaping the fire to when the fire slowly dies out. Challenge – Could you use different zones in the hall to represent different parts of the story? Ball skills – (Invasion Games) Lesson 1 – Moving and dodging. Moving with the ball around the space, keeping ball close. Dribbling – round obstacles avoiding peers. Children will then try to move through a channel making sure they dodge any of the moving balls and keeping their ball at all times. Challenge – Can you dribble with your nondominant foot? Lesson 2 - Find space when passing and receiving - understand the importance of finding and making space in invasion games. When they have space they can move and pass the ball around more successfully to help keep possession. Defenders try to get control of the ball by reducing the space for the attackers. With less space it is harder to move and pass the ball around. Broaden – What would happen if the space was made smaller? Lesson 3 – Make space when attacking and defending – practice underarm throw, catching and overhead pass. Children to perform speed passing. Play a game of piggy in the middle. The player with the ball is not allowed to move. The player without the ball can move into space and receive a pass. If the player in the middle intercepts the ball, they swap with the player who passed the ball – Broaden - How would you need to change how you move if the ball is thrown low or high/far to the left or right? Lesson 4 – Defend and attack – Chn will understand the job of the attacker/the attacking team/defender/defending team. They will begin to understand how to make space by dodging and swerving by playing games where they need to find space and move to avoid other team and score a point at the end zone. Extend – If the number of zones was increased, how would you need to change your tactics? Lesson 5 – Apply skills and follow rules – The children will learn to intercept/stopping the ball to defend their zone and stop other team from scoring points. Children will understand how to change throwing techniques to suit the position they are trying to score from. Challenge – If a defender if stood close to you, how could you use a team mate to help score a point?

PE – Spring 1

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Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Health Related Fitness - Yoga - • I know what being physically active means. • I can describe how my body feels at different points in the lesson • I understand physical effects of exercise (heart rate, breathing rate, temperature) • I can explain how hazards can impact on my space during exercise and suggest ways of how to reduce their risk. • I know that mental wellbeing is a normal part of daily life, in the same way as physical health. Gymnastics • I can perform rolls with increased difficulty (teddy bear, forward and backward) • I can work with a partner to develop a short sequence showing contrasting actions • I can develop jumps with turns (1/2 and 1/4), • I can perform a sequence linking shape, travel, roll, jump to a balance. • I can accurately describe a sequence of my own and others • I can practise actions and sequences to improve performance Games: Net and Wall • I can send a ball using a bat. • I can strike a ball in varying directions. • I can demonstrate a rolling rally using a racket. • I can bounce a ball on a bat using one hand. • I can hit a ball to a target to gain points. Multi Skills (Ongoing) • I can confidently move in a range of spaces using equipment. • I understand the rules and can use them to keep a game going.	Yoga - a type of exercise in which you move your body into various positions to become more fit or flexible, to improve breathing and relax the mind. Exercise: Moving parts of the body to become stronger and healthier. Flexibility -quality of bending easily without breaking. Posture – the position you sit or stand in. Mental Health – the condition of a person's mind. Physical Health – the condition of a person's body. Gymnastics: Backward Roll - a roll that is performed with the feet first and the rest of the body following. Teddy Bear Roll –sit in straddle, roll onto and across the shoulders. Tuck jump - lifting into the air, bringing feet into chest. Half-turn – lifting into the air, turn the body to face the opposite way. Quarter Turn - lift body into air, turning body to face the left or right. Games – Net and Wall Target-something to aim for/at. Strike – to hit something. Opponent – someone who competes against another person/team Tactics – a strategy used to achieve a specific end.	HRF – Yoga - Link to Science/PSHE – How can I help my body and keep fit? How does exercise improve my mental and physical wellbeing? - Follow and understand why we need to warm up and cool down - Understand and maintain the correct Posture. Begin to understand Mindfulness/Meditation and how it can help improve our mental wellbeing · Understand that Yoga builds strength, flexibility and balance and demonstrate by copying and creating own yoga balances and flows (flows – a short sequence of yoga poses) · Describe how their body feels during exercise. · Understand and identify physical effects of exercise. Extend – How can yoga build your strength, flexibility and balance? Can you demonstrate 3 different poses that demonstrate these? Gymnastics: Balancing Shapes, Travelling and Rolls. 1. Forward Rolls – recap how to safely perform a forward roll- use wedge mat or layer 3 mats on top of one another to create a slope. Extend – Can you add a roll into a short sequence? 2. Forward rolls to a variety of sitting end positions - pike, dish, straddle – Extend – Can you perform a forward roll into a balance? 3.Backwards rolls - use wedge mat or layer 3 mats on top of one another to create a slope. Children to practice forwards rolls and different ending positions, then try backwards rolls into different ending positions. Challenge – Can you perform a roll on a bench? How can you control a roll? 4. Teddy Bear Rolls – Children to understand how to transfer weight onto and across shoulders, using legs to help rotate. Children to practice a variety of rolls. Challenge – Could you perform a roll with a partner? How could you ensure you perform the skill at the same time? 5. Develop short sequences that include balances, rolls, basic travels and jumps. Children to describe their routines and Broaden – Can you help your partner to improve their routine? How could it be improved? Games – Net and Wall: Hit a ball/shuttlecock using equipment – tennis racket, badminton racket. 1. Gripping equipment and demonstrate how to hit to a target (correct stance – sideways on, racket at the back of their stance and hold)– tennis/badminton racket. Challenge – Can you hit a ball to a target which is further away/closer? 2. Hit/find into a space - Children to practice correct hold and stance and use to hit to a target, however they need to find space in order to hit the target. basic tactics. 3. Send/receive - forehand/backhand/underarm. 4. Follow rules of game. 5. Understand how to score points/basic tactics 6. Anticipates opponents’ intentions.

PE – Spring 2

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PE - Summer 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities . Participate in team games, developing simple tactics for attacking and defending ☑ perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Games - Invasion – Attack vs Defence Multi Skills I can find space away from others when playing games. I understand the rules and can use them to keep a game going. I can stay close to another player to try to stop them from getting the ball. I understand what to do when I am an attacker and a defender. Invasion Games I can pass a ball accurately (hands and feet) over longer distances to a team mate. I can perform some dribbling skills with hands and feet using space. I can combine stopping, pick up/collect and send a ball accurately to other players. I can make simple decisions about when/where to move in a game to receive a ball and keep possession. I can explore and develop dodging to attack and defend Athletics - Indoor I can run with agility and confidence. I can learn the best jumping technique for distance I can throw different objects in a variety of ways (underarm, push, overhead - to a target) I can hurdle an obstacle and maintain an effective running style I can complete an obstacle course with increased control and agility. OAA – Team Building - Indoor I can follow simple routes and trails, orientating myself successfully I can work collaboratively with others to complete a task. I can complete a set obstacle course with increased control and agility. I can recognise symbols and pictures and relate them to an object orientating them to myself.	Games - Invasion attacker/attack/attacki ng defend/defending/defe nder strike dribbling speed accuracy strike rules anticipate tactics stance / position ing intercept possessio n marking pass/send receive space rally control distance direction hand – eye coordination competition score point territ ory opponent agility competence cooperati ve dodge Athletics: Travel Run Agility Relay Jump Technique Throw Ai m Underarm Push O verhead Distance Hurdle Obs tacle Control Directio n Improve	Games – Invasion - Understanding Attacking and Defending - Using space – How to use space well in a team game? Children begin to understand the difference between an attacker and a defender. They will begin to find spaces when playing a simple game and explain which is the best place for them to socre from. Extend – What would happen if the attacker was in the scoring zone? - Marking - How to mark a player? Children to continue to understand who and what an attacker and a defender is. Children to play agmes like follow my shadow, where the one child tries to out - Challenge - How can we change our tactics if the hoop is smaller or if the ball is bigger? - Defending – How to defend a game by intercepting? - Dodging – How to use taticcs to get past a defender? - Passing the ball – How to use precision passing? - Attacking and defending – How to apply skills of attacking and defending in a game? Athletics: Indoor - Travelling - link running and jumping activities Complete relay games Jumping - Use jumping techniques to complete relay races. develop jumping technique in order to cover a greater distance. Throwing – (opposite arm to foot stance, aim with none throwing arm, object held in palm of hand.) Underarm throw technique /Push technique/Overhead technique Throw to targets over a range of varying distances with different scores. Record scores from a range of activities.

PE - Summer 2

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Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities . Participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Athletics: - I can run with agility and confidence. - I can learn the best jumping technique for distance - I can throw different objects in a variety of ways (push, over head, target) - I can hurdle an obstacle and maintain an effective running style - I can run for distance - I can complete an obstacle course with increased control and agility. OAA – Team building - I can recognise symbols and pictures and relate them to an object orientating them to myself. Health Related Fitness – Circuit Training - - I know what being physically active means. - I can describe how my body feels at different points in the lesson - I understand physical effects of exercise (heart rate, breathing rate, temperature) - I can explain how hazards can impact on my space during exercise and suggest ways of how to reduce their risk. - I can show increased speed and stamina. Gymnastics: - I can perform rolls with increased difficulty (teddy bear, forward and backward) - I can apply my understanding of jumps to include turns (1/2 and 1/4), - I can create and perform a sequence linking shape, travel, roll, jump to a balance.	Athletics: Travel Run Agility Confidence Relay Jump Technique Throw Aim Underarm Push Overhead Distance Hurdle Obstacle Control Direction Improve Health Related Fitness: Active Physical effects Heart rate Breathing rate Temperature Hazards Risk Mental Wellbeing Physical Health Speed Stamina Gymnastics: bunny hop step jump standing balance Shape L sit Pike Straddle Dish Arch Tuck Front support back Support Stretch Star log roll egg roll teddy bear roll Forward roll Backward Roll Tuck jump T-lever straight jump Half-turn Full Turn Quarter Turn Cat Spring Leap Balances Scissor kick	Athletics - Outdoor: Travelling – run with agility and confidence. Explore walking, jogging, skipping, galloping, running and sprinting. Extend - Which movement patterns are the most tiring and why? Explore and decide on which pattern you could keep going for the longest time? Footwork patterns – Moving over obstacles - Hurdling – can they maintain the running style. Use agility ladders to help explore techniques – side-step, running – etc. Challenge - How can you make fewer steps between the obstacles? Throwing – use different weighted objects – Explore different methods of throwing - over arm throw/push throw for distance and accuracy. Experiment throwing using hoops and quoits – question children on technique, what works well? Understanding which throw to use for a certain distance. Record scores from a range of activities. Broaden – What happens to the distance of your throw if you use different equipment? Sports Day Practise and Day – Children to complete activities demonstrating the skills they have learnt throughout the year in different pathways - 1: Tennis racquets – bounce ball/beanbag on a racquet. 2: obstacle course –benches, hurdles, balance activity, agility ladders. 3: Variety of balls for children to show their throwing and catching for accuracy over distance. 4: Long jump station – beanbag of a colour can you beat your best. 5: Rolling rallies with tennis balls. 6: Dribbling a ball, stop and kick at goal keeper – Mr Duncan Children aiming into goal – Footballs and cones. 7: Use hoops on the floor worth different values – shown a variety of throws to get the ball in. 8: Ultimate frisbee hoops – throwing with different balls. Running and hurdle races. Children to also look at a sporting athlete and understand who they are and what that athlete did for their sport. OAA - Outdoor HRF - Circuit Training: Indoor - What is a circuit? Talk about a circuit being like a path which is roughly the shape of a circle which starts and ends in the same place. - Changing direction - Children will demonstrate that they can balance and use co-ordination by controlling changes of direction – demonstrating an effective pivot. Broaden – Can you pivot on your other foot? - Jumping - Children will demonstrate that they can balance and use co-ordination by controlling jumping. - Keeping control - - Combining movements - - Improve your score – Chn to record the scores and discuss how they could improve on their own performance – increased speed and stamina. - Discuss how their body feels before, during and after exercise. Gymnastics: - Forward rolls to a variety of sitting end positions - pike, dish, straddle. - Backward roll – use wedge mat or layer mats to create a slope. - Develop short sequences that include balances, rolls, basic travels and jumps. Challenge – Can you end each roll in a different shape position?



Year 3

PE - Swimming – 8 week block within the year –Autumn 1

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P.E – Autumn 1

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P.E – Autumn 2

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PE – Autumn 2

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P.E - Spring 1

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PE – Spring 2

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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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	Dance I can travel using less usual body parts, combining a variety of dynamic movements I can work with a partner to include movements, unison and meeting and parting. I can devise, perform and repeat longer movement phrases in response to stimuli. I can use a wide variety of movements singly and in extended sequences with a partner. I can create a performance which will include stage presence, timing, rhythm and sustaining character. I can compare my dance with that of others and suggest how performances can be improved. I can respond to music to express a variety of moods and feelings.	Dynamic Unison Meeting Parting canon Stimuli Movement phrase Sequence Timing Rhythm Character Presence Mood Feeling Call and response Motif Isolation Travel	<i>Egyptian dance</i> Lesson 1 – In pairs, children to explore Egyptian god/goddess, creating 2-5 strong powerful movements for each. Split class in half – one half to be the people kneeling, praying, and calling to the gods and goddesses. The other half appear to the people and perform their movements. Swap over. Lesson 2 – Watch clip – https://www.youtube.com/watch?v=DklFWjDJMzA&ab_channel=BBCTeach. In pairs, 1 person sculptor the other sculpture. The sculptor gently taps of moves sculptures limbs to create a pose. Swap over. Give children images of art and sculptures to help. Set up an art gallery with sculptures in pose and sculptors viewing them, swap. Activity 2 – pyramids What shapes are you making in the space? Work in pairs to develop building actions (cutting, hammering, pulling ropes, passing and pulling and measuring stones) Choose 4 favourite moves and refine with partner.. Activity 3 – in groups of 4-6 children to create the pyramids. Perform. Lesson 3 – What is a stimulus? Something that inspires you to choreograph a dance e.g. mood, music, lyrics. For this lesson use hieroglyphs. Share the hieroglyphs and symbols with the children. What do they resemble, shapes/objects/people. In pairs use the symbols as stimulus – move like a bird, snake etc. With partner perform in symmetry (mirroring) look for symbols that are the same both sides.. Children choose favourite stimulus from first and second activity to create a dance. Perform to class. Lesson 4 – Sacred dance – watch clip https://www.youtube.com/watch?v=E5b8qIVQZvY warm up with pose game – when music stops show a pose. Identify 6 different moves from the video. Practise dance moves. Children use the dance moves to create their own sequence. Perform to peers. Lesson 5 – What us a silhouette? Share video with class https://www.youtube.com/watch?v=-5BwgCeZ--w&ab_channel=SerenaRamzyBellyDance Discuss that a silhouettes are strong, dark shapes created with our body. Teach children a sequence of 10 silhouette

PE Athletics – Spring 2

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PE - Summer 1

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Gymnastics I can show control whilst balancing on two points with support (handstand, headstand) I can use rotating movements within my sequence (turns, spins) I can show a variety of body shapes and pathways within partner work (curved, pin, tuck, star shapes) I can devise a short sequence, as a group, which includes specific skills and start and end positions to movements. (rolls) I can adapt and repeat sequences to work with a partner and apparatus I can use specific vocabulary to compare and contrast actions and sequences of others whilst suggesting improvements.	Forward roll to standing Tucked backward roll Star jump Straddle jump Straight jump half-turn squat on vault star jump off tuck jump off straddle jump off pike jump off handstand lunge handstand chassis steps cat leap matching and contrasting partner balances	<u>Gymnastics</u> – Handstands, Rolls – alternative start and end positions. Lesson 1 – Use agility ladders practise quick footwork as warm up. Ask children to perform a jump of their choice from standing. Discuss take-off and landing. Recap different jumps – star jump, straddle jump, pike jump, straight half turn, cat leap. Set up 4 stations with mats and one with a bench and mats. Children rotate around the stations practising the different jumps and leaps taught. Watch and give advice for improvement. Lesson 2 – Washing machine warm up – actions to different clothing items. Recap safety over rolls. Recap types of rolls. Forward roll from standing, tucked backwards roll. Create 4 stations of mats – 1 for practising rocking and rolling, forward, backward and refining station (teddy bear etc) Extend children with different start and end points. Lesson 3 – Knee tag – in pairs try to touch knee of partner.. Introduce the vaulting box. What is a squat. Teach squatting onto the vaulting box. Vaulting skills stations – station 1 – run up, 2 cones with space in between and mat. Children practise running, take off (hurdle step) in space and land on mat. Box and mats x 2 children practise squatting onto box and jumping off. Station 4 – run up area, vaulting box and mat. Children to run up to vault. Perform and review. Lesson 4 – What is a handstand? Practise lunge to hands. Now practise bunny hops lifting legs off the floor.. With a partner practise a wheelbarrow walk to get strength in hands.. Use 3 spots or hoops in a line as markers for their feet and hands as shown here. The gymnast steps from marker 1 , places the foot on marker 2 , and hands on marker 3 into Handstand. In groups of 3, 2 spotter and 1 performing try to do a handstand. Spotters stand side on catch legs either side of performer. Lesson 5 – Recap the different movement skills we have learnt this term. Allow time to practice them. Teach chassis step, practice moving forward and backward. Recap straight half turn and cat leap.. These are all linking skills. Practice linking 2 movements together using new skills. Children create a short sequence of movements. Perform and evaluate. Lesson 6 – Recap all movements and linking actions, Practice and perform – ask children to create a sequence – balance – skill-linking movement- jump – linking movement – balance – roll – handstand. Set children with a partner can they share ideas and be creative. Create new sequence which has a beginning, middle and end, include one type of movement and linking actions. Perform.

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PE - Summer 2

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I can strike with intent.	long barrier wicket technique catching effective bowl teamwork confidence	Cricket Understand the difference between batting and fielding and the roles (Batting is an attacking role; fielding is a defensive role) Introduce grip and stance; knowing how it can impact on batting (Both hands are placed close together, with the left hand on the top for a right-hander, and vice versa. Ideally, the top hand should be held tighter than the bottom hand, whose back of the palm should face the stumps or the wicket-keeper. Both the palms should create a 'V' shape in the straight line running down the centre line of the back of the bat. Starting with the leg position, the feet should be comfortably apart, neither too far nor too close, with the weight distributed evenly on each, and no pressure on the heels or the toes. The knees should be slightly bent, such that the weight is distributed uniformly throughout the legs. The front shoulder should be pointing straight down the pitch in the line of the stumps at the opposite end, or Mid On, and the elbow not too stiff. The head should be still, and not tilt on either side, with the eyes focusing straight and leveled.) Recap overarm throw and underarm throw (An overarm throw is the fastest and most accurate way to pass a ball from one player to another. Stand shoulder width apart, sideways on to the target, on the balls of your feet with the weight transferred to the back foot. The throwing arm is taken back behind the head at a 90° angle. Point the non-throwing arm at the target. Transfer the weight from your back foot to your front foot by rotating your hips and torso toward the target. Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast. Release the ball just in front of your head with both feet on the ground and the chest facing the target. Follow through with your throwing arm pointing toward the target ☐ For underarm Extend throwing hand back with arm straight then Step towards target ☐ Swing arm through, release the ball and allow palm to continue through towards the target, Have body weight moving towards target) ☐ ~ Introduce catching (eyes track the ball, head still, balanced position, Open, cupped hands are presented in line with the flight path of the ball. Hands 'give' along the flight path of the ball, prior, at and after contact The ball is tracked into hands. Fingers close around ball to complete catch) Striking with intent – (To purposefully doing something- direct the ball away from defenders, into a space, to a weaker catcher. Practise through target games) Model the long barrier and how this can be used to stop the ball. (The long barrier is the safest technique to control a cricket ball that is travelling along the ground. Move towards the ball at a controlled speed. Get in line with the ball and get your whole body behind the ball. As quickly as possible bend both knees and twist sideways so that the knee of your strong leg touches the ground and touches the back of the heel of the other leg. Extend arms downwards, spread hands wide with little fingers touching each other. Pick up the ball and draw into the body, then stand up ready to make the best decision.)



Year 4

PE – Autumn 1

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	. Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports. through linking skills to a variety of sports. skills to a variety of sports.	OAA (Team Building) I can follow a leader in a team as well as lead a team cooperatively to solve challenges. I can use plans and diagrams to help move around. I can follow a map of a simple star orienteering course and simple point to point course. I can adapt my actions to changing situations. Invasion Games (Handball and Goalball) I can develop passes specific to each invasion game (push: hockey, chest, bounce, shoulder; netball, backwards; tag rugby) I can develop passing and dribbling to create space for attacking opportunities. I can begin understanding what defending means.	attack/attacking/attacker defend/defending defender dodge/dodging dribble/dribbling fake dodge (feigning) intercept/interception invasion game mark/ marking underhand Obstacle warm up Exercise Symbols Course leadership skills problem-solving challenge cooperation	Handball Introduce handball – passing and receiving (throwing arm high above the shoulder, stepping forward into the pass, hands ready creating a target to receive) Using the depth to create space when passing (Depth (Support) – Good width and depth provides the player on the ball with all around support so that there are options to play the ball forward, square or back. The more options a player has, the less likely they will lose the ball. Creating depth means spacing out up and down the field.) Combine passing and moving Introduce defending through control, restraint and patience (force an error, defend an attacker without making contact, mark a player with the ball, blocking attacking channels) Goalball Quick intro/ history and explanation of Goalball. Target practice with underhand rolls (no blindfolds). Target practice with underhand rolls (blindfolded). Passing to teammates using underhand rolls blindfolded. Partners-one practices rolling the other practices diving to the side/ saving on both the left and right side OAA Focus on communication being verbal and non verbal. Children will be given challenges to work together to develop their communication and team building. Children to have opportunities to lead each other and develop their leadership skills through obstacle courses.

PE – Autumn 1

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PE – Autumn 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	. Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports. through linking skills to a variety of sports. skills to a variety of sports.	Gymnastics I can show control when performing a complex balance (handstand, headstand) I can show contrast in speed, shape, level and direction within movements and sequences. (wheel actions, cartwheel) I can develop transitions onto equipment through vaulting. I can use mirroring and matching within partner work. Il can combine actions with a partner performing identical actions but contrasting speeds I can combine actions with repetition of the same shape using apparatus I can compare my performance with that of others. I can work constructively with a partner combining movements.	Forward roll from standing straddle forward roll backward roll to straddle straight jump full-turn cat-leap half-turn straddle on vault lunge into handstand lunge into cartwheel pivot 1,2,3 and 4 point balances balance with and against a partner	Forward rolls – starting and ending positions Backwards rolls – starting and ending position. Encourage standing from rolls. Vaulting – using various heights. Squat on and straddle on. HA - Continue onto squat through and straddle over. Handstands – understanding how to balance with and without support. Cartwheels

PE – Autumn 2

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PE – Spring 1

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PE – Spring 1

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PE – Spring 2

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PE – Summer 1

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PE – Summer 1

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PE – Summer 2

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PE – Summer 2

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Year 5

PE - Autumn 1				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best..	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	<u>OAA-</u> LO: I can use a map and diagram to orient myself. LO: I can work with others to plan a challenge. LO: I can use a compass to navigate a route. <u>Invasion games-</u> LO: I can choose tactics for attacking, including shot placement and choice. LO: I can understand defending techniques such as blocking, turning, marking, zonal and tackling. LO:I can understand the specific rules to games. LO:I can transition from attack to defence and vice versa <u>Athletics-</u> LO: I can apply athletic techniques to competitive situations. LO: I can show accurate speed, strength and stamina in my athletics. LO: I can adapt my skills to different situations. LO: I can use speed and accuracy when passing a baton.	<i>Orient</i> <i>Orientation</i> <i>Navigate</i> <i>Route</i> <i>Compass</i> <i>Tactics</i> <i>Attack</i> <i>Defend</i> <i>Defence</i> <i>Defending</i> <i>Rules</i> <i>Dodge</i> <i>block</i> Competitive Competition Pace Technique Speed Strength Stamina Sprint Stride Personal best	OAA-Children to create a map and diagram for others to follow using the playground and forest school area. They will use a instructions to navigate a route around the map and will work together to come up with a challenge. Children to analyse the map and assess any changes that need to be made. Use of a variety of team building/challenge cards to give pupils an opportunity to respond to different challenges together. <i>Extend — can pupils decide and explain top tips for improving team building success rates.</i> <i>Introduce blind folds to help develop team trust.</i> Athletics- Pace- start with bleep tests testing fitness and stamina. Apply this to games such as netball or football, how does stamina and pace help? Discuss and adapt athletic skills to different games. Move onto speed in relay races. Pass the baton and increase accuracy and speed. Practise athletics with a variety of paces. <i>Broaden — peer assessments to help improve technique with pace.</i> OAA -Use of a variety of team building/challenge cards to give pupils an opportunity to respond to different challenges together. Use outdoor learning space/playground. <i>Extend — can pupils decide and explain top tips for improving team building success rates.</i> <i>Introduce blind folds to help develop team trust</i> Invasion games — teach children how to use tactics to attack and defend. Children to analyse the rules for a chosen invasion game and then create their own rules to make it their own game. Play a class invasion game, changing the rules as we go to make it a new version. Broaden - <i>children to change tactics to see how this affects the overall game.</i>

PE - Autumn 2

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.	<u>Gymnastics</u> LO: I can combine a variety of actions, balances and shapes within my sequence. LO: I can develop control moving into and out of balances with fluency and a variety of pathways. LO: I can devise and perform longer and more complex sequences. LO: I can include a variety of speed, shape, direction, dynamics and levels within my sequence. LO: I can develop a focus for self and peer improvements and consistently and accurately perform a sequence with control. <u>Games – Net and Wall</u> LO: I understand and can appropriately use a volley shot LO: I can serve appropriately for the game purposefully aiming for a space to score.	Pike forward roll stag jump split leap squat through vault lunge into round off Sequence Action Balance Pathways Fluency Dynamics Levels Control Volley Space Forehand Backhand Stroke Serve	<u>Gymnastics</u> ~ Teach children new skills of headstand, handstands – HA linking skills e.g., handstand forward rolls, handstand bridge, tick tock and walkovers. Cartwheels and cartwheels in combination – on benches (HA). ~ Start linking skills together cartwheel into half turn, cartwheel into handstand etc. ~ Introduce apparatus vaulting through squat on/through, straddle on/over. ~ Develop sequences giving children specific criteria which they need to include. ~ Evaluate skills throughout the lesson and after watching children perform. Allow children opportunity to improve performances. <u>Games – Net and Wall – Tennis</u> ~ Introduce the volley ~ Develop volley with forehand and backhand ~ Introduce starting the game with a serve

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PE – Spring I

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PE – Spring 2

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Year 6

PE – Autumn 1

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PE – Summer 2				
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