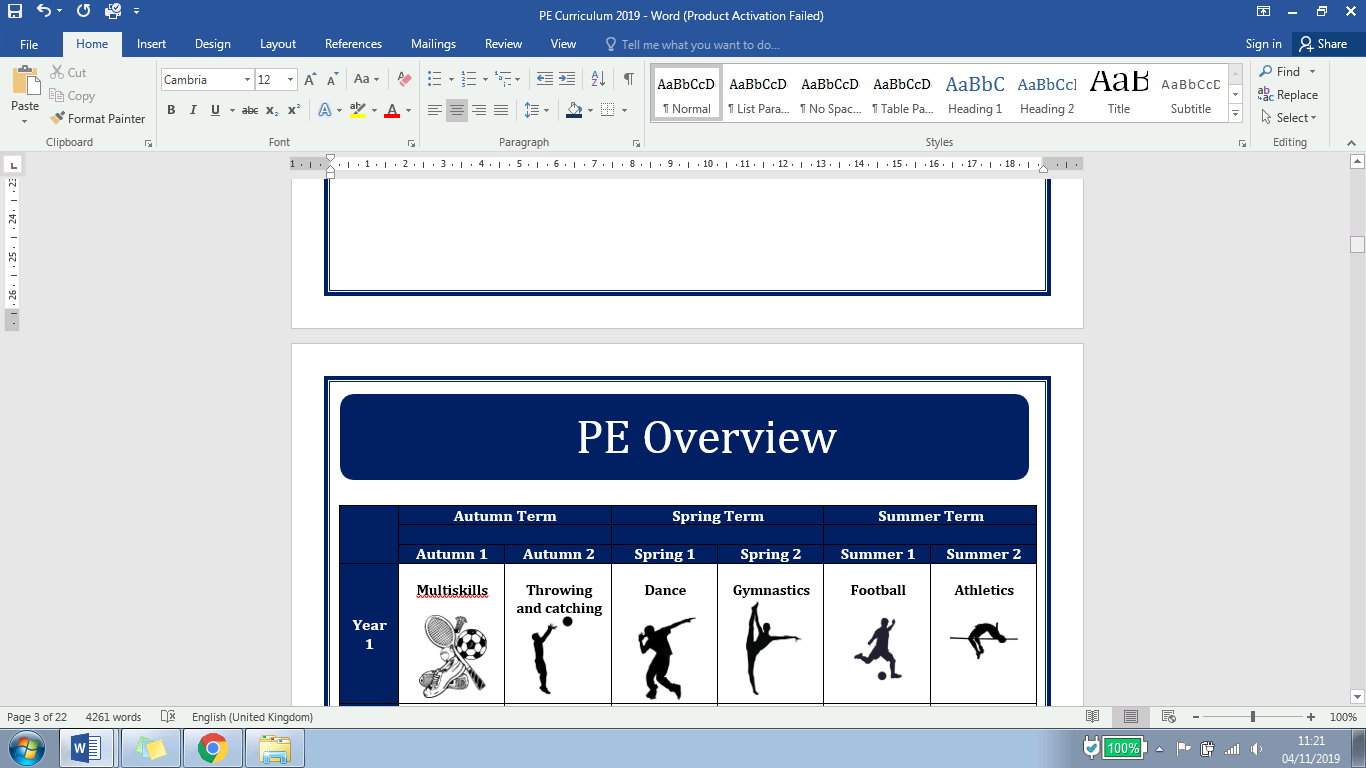




PE Learning Journey



EYFS topics

KS 1 – Session 1 and Session 2

|  |  |  |  |  |  |  |
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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Intro to PE**    Topic - Nursery rhymes | **Ball skills**    Topic - Festivals and celebrations | **Gymnastics**    A – Bedtime stories  B – It’s cold outside | **Dance**    A – Monsters  B – Off we go (transport) | **Fundamentals**    A – People who help us  B - Space | **Games**  A – Seaside  B – Animal kingdom |
| **Reception** | **Intro to PE**    Topic – All about me | **Ball skills**    Topic – No place like home | **Gymnastics**    Topic – Once upon a time | **Dance**    Topic – Life on the Farm | **Fundamentals**    Topic – Pirates | **Games**    Topic – Commotion in the ocean |

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Forest schools** | **Ball skills** | **Gymnastics** | **Dance** | **Sending and receiving** | **Athletics** |
| Fitness training | Net and wall | Team building/Team games | Gymnastics using apparatus/Yoga | Sports day practise/Athletics | Playground invasion games |
| **Year 2** | **Fitness** | **Forest schools** | **Gymnastics** | **Dance** | **Striking and fielding** | **Athletics** |
| Fitness training | Net and wall | Team building/Team games | Gymnastics using apparatus/Yoga | Sports day practise/Athletics | Playground invasion games |

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3/4 A** | **Athletics** | **Gymnastics** | **Forest schools** | **Dance** | **Netball (I)** | **Rounders (S+F)** |
| Yoga | Volleyball (N+W) | Gymnastics using apparatus | OAA | Sports day practise/Athletics | Muggle quidditch (I) |
| **Year 3/4 B** | **Fitness training** | **Gymnastics** | **Forest schools** | **Dance** | **Tennis (N+W)** | **Football (I)** |
| Yoga | Softball (S+F) | Gymnastics using apparatus | OAA | Sports day practise/Athletics | Ultimate Frisbee (I) |
| **Year 5/6 A** | **Athletics** | **Dance** | **Gymnastics** | **Forest schools** | **Dodgeball (N+W)** | **Cricket (S+F)** |
| Yoga/Pilates | Hockey (I) | OAA | Gymnastics using apparatus | Sports day practise/Athletics | Tchoukball (I) |
| **Year 5/6 B** | **Fitness training** | **Dance** | **Gymnastics** | **Forest schools** | **Tennis (N+W)** | **Basketball (S+F)** |
| Yoga/Pilates | Cricket (S+F) | OAA | Gymnastics using apparatus | Sports day practise/Athletics | Tag Rugby (I) |

KS 2 – Session 1 and Session 2

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Swimming – Y5/6

I – Invasion S+F – Striking and fielding N+W – Net and wall

Nursery

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| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Introduction to PE** | | **Ball skills** | |
| **Suggested Content** | ***Developing Skills*** | *Move safely and sensibly in a space.*  *Develop moving safely and stopping with control.*  *Use equipment safely and responsibly.*  *Use different travelling actions whilst following a path.*  *To work co-operatively and play as a group.*  *To follow, copy and lead a partner.* | ***Developing Skills*** | *Develop rolling a ball to a target.*  *Develop stopping a rolling ball.*  *Develop accuracy when throwing to a target.*  *Develop bouncing and catching a ball.*  *Develop dribbling a ball with your feet.*  *Develop kicking a ball.* |
| ***Applying and Linking Skills*** | *Change direction to avoid other and look for a space.*  *Stop in a balanced position on your feet and take small steps to help you stop.*  *Listen to the instructions carefully.*  *Keep a gap between you and the person in front of you and look in the direction you are moving.*  *Listen to instructions carefully and work together to complete a task.*  *Move at a steady speed and watch where your partner is going.* | ***Applying and Linking Skills*** | *Bend down low and step forwards when you roll the ball and point your hand towards your target.*  *Keep your eyes on the ball, move your feet to the ball and use wide fingers to grip the ball.*  *Keep your eyes on the target and let go of the object with your fingertips pointing towards the target.*  *Catch the ball at the magic moment and use 2 hands.*  *Keep the ball close to your feet using soft, small touches to dribble.*  *Put your standing foot next to the ball and use the inside of your foot to kick the ball.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I am confident to select and use activities | | with help if needed. (PSED 3-4) | | Physical: I continue to develop my movement. (PD 3-4) | | Physical: I can match my physical skills to the setting.  (PD3-4) | | Physical: I can use large-muscle movements. (PD 3-4) | | Social: I can take part in group activities. (PD 3-4) | | Thinking: I can talk about my own ideas and use them in response to a task. | | (EAD 3-4) | | Thinking: I understand and follow rules. (PSED 3-4) | | ***Evaluating Success*** | |  | | --- | | Emotional: I am confident to select and use activities | | with help if needed. (PSED 3-4) | | Physical: I can collaborate with others to manage large items.  (PD 3-4)  Physical: I continue to develop my ball skills. (PD 3-4) | | Physical: I can use large-muscle movements. (PD 3-4) | | Thinking: I can choose the right resources to carry out  their own plan. (PD 3-4) | | Thinking: I understand and follow rules. (PSED 3-4) | |
| **Required Resources** | Base stations  Benches  Skipping ropes  Tunnel  Hurdles  Parachute  Monsters doc  Hoops  Witches and wizard’s doc  Cones  Pirates audio  Beanbags  Mythical creature’s doc | | Busy Bees doc  Butterflies and Ladybirds doc  Caterpillars doc  Dung Beetle doc  Grasshoppers doc  Spiders web doc  Cones  Playground balls  Hoops  Beanbags  Tennis balls | |
| **Location** | *Hall* | | *Hall* | |

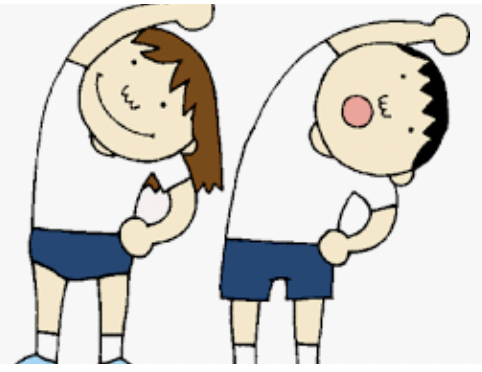
Nursery

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| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Gymnastics** | | **Dance** | |
| **Suggested Content** | ***Developing Skills*** | *Copy and create shapes with your body.*  *Create shapes whilst on apparatus.*  *Develop balancing and taking weight on different body parts.*  *Develop jumping and landing safely.*  *Develop rocking and rolling.*  *Copy and create short sequences linking actions together.* | ***Developing Skills*** | *Be able to move safely around others and use counts of 8 to change an action.*  *Explore different body parts and how they move and show an awareness of space, themselves and others.*  *Explore different body parts and how they move and remember and repeat actions.*  *Move with control and coordination and to link, copy and repeat actions.*  *Express and communicate ideas through movement, exploring travelling movements, directions and levels.*  *Copy and repeat actions, moving safely with confidence.* |
| ***Applying and Linking Skills*** | *Sit up in a tuck shape, squeeze muscles to help keep your shape and straighten arms and legs when holding straight and star shapes.*  *Squeeze muscles to help keep your shape and straighten arms and legs when holding straight and star shapes.*  *Squeeze your muscles to help you stay balanced.*  *Bend your knees when you land and keep your chest up.*  *Squeeze muscles to help keep your shape and stay in your shape during a roll.*  *Travel over, around and long apparatus. Use rolls, balance, jumps and shapes.* | ***Applying and Linking Skills*** | *Count to 8 to help you stay in time.*  *Think about how each body part can move.*  *Count to 8 and so movements to the beat.*  *Count to 8 and watch others to remember the order.*  *Use high, medium and low levels in your dance to make it look more interesting.*  *Do your movements to the beat and use big, clear movements to help to tell the story.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I am confident to select and use activities | | with help if needed. (PSED 3-4)  Physical: To continue to develop movement and balancing  skills. (PD 3-4) | | Physical: I can collaborate with others to manage large  items. (PD 3-4) | | Physical: I can skip, hop and hold a pose. (PD 3-4) | | |  | | --- | | Thinking: I can talk about my own ideas and use them in response to a task. | | (EAD 3-4) | | | Thinking: I increasingly understand and follow rules.  (PSED 3-4) | | ***Evaluating Success*** | |  |  | | --- | --- | | Emotional: I am confident to select and use activities | Emotional: I am confident to try new activities. | | with help if needed. (PSED 3-4)  Physical: To continue to develop movement and balancing  skills. (PD 3-4) | Emotional: I ask for help if needed. | | Physical: I can collaborate with others to manage large  items. (PD 3-4) | Physical: I can handle equipment effectively. | | Physical: I can skip, hop and hold a pose. (PD 3-4) | Physical: I can move confidently in a range of ways. | | |  | | --- | | Thinking: I can talk about my own ideas and use them in response to a task. | | (EAD 3-4) | | Physical: I can safely negotiate space. | | Thinking: I increasingly understand and follow rules.  (PSED 3-4) | Physical: I can show good control and co-ordination in small and large movements. | |
| **Required Resources** | Woodland scene doc  Beanbags  Lakeland animals doc  Under the sea scene doc  Straight/barrel rol vid  Under the sea audio  Cones  Basic shapes doc  Rainforest audio  Agility table  Benches  Hoops  Mats  Playground ball | | Warm up: Beats  On the Farm audio  Transport vid  Transport audio  Morning routine doc  Morning routine vid  Warm up: Carnival audio  Morning routine audio  Hoops  Happy audio  Cones  Base stations  Heads, shoulders knees and toes audio  Heads, shoulders knees and toes vid | |
| **Location** | *Hall* | | *Hall* | |

Nursery

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| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Fundamentals** | | **Games** | |
| **Suggested Content** | ***Developing Skills*** | *Develop balancing whilst stationary and on the move.*  *Develop running and stopping.*  *Develop changing direction.*  *Develop jumping and landing.*  *Develop hopping and landing with control.*  *Explore different ways to travel.* | ***Developing Skills*** | *Work safely and develop running and stopping.*  *Develop throwing and learn how to keep score.*  *Be able to play games showing an understanding of the different roles within it.*  *Follow instructions and move safely when playing tagging games.*  *Work cooperatively and learn to take turns.*  *Work with others to play team games.* |
| ***Applying and Linking Skills*** | *Squeeze your muscles to make your body tense.*  *Bend your knees to help you stop running, take big steps to run and small steps to stop.*  *Bend your knee and push off in the opposite direction and turn your body to face a new direction.*  *Bend your knees to jump and land. Look straight ahead and keep your chest up.*  *Bend your knees when landing and keep your head up. Squeeze your muscles to balance.*  *Move in different ways; crawl, march, jump, slide. Use the pattern step, jump, step to gallop.* | ***Applying and Linking Skills*** | *Take small steps to help you stop and travel in your own safe space.*  *Finish with your hand pointing at the target and help each other add points together.*  *Keep your hand strong and use a wide hand to hit the ball.*  *Change direction to avoid others. Tag someone by gently touching them on the arm or back.*  *Once you have had a turn move to the back and tag the next person so they can go.*  *Clap the other team at the end. Encourage your teammates ad listen carefully to the rules of each game.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I am confident to select and use activities | | with help if needed. (PSED 3-4) | | Physical: I continue to develop my movement. (PD 3-4) | | Physical: I can match my physical skills to the setting.  (PD3-4) | | Physical: I can use large-muscle movements. (PD 3-4) | | Social: I can take part in group activities. (PD 3-4) | | Thinking: I can talk about my own ideas and use them in response to a task. | | (EAD 3-4) | | Thinking: I understand and follow rules. (PSED 3-4) | | ***Evaluating Success*** | |  | | --- | | Emotional: I am confident to select and use activities | | with help if needed. (PSED 3-4) | | Physical: I continue to develop my movement. (PD 3-4) | | Physical: I can match my physical skills to the setting.  (PD3-4) | | Physical: I can use large-muscle movements. (PD 3-4) | | Social: I can take part in group activities. (PD 3-4) | | Thinking: I can talk about my own ideas and use them in response to a task. | | (EAD 3-4) | | Thinking: I understand and follow rules. (PSED 3-4) | |
| **Required Resources** | Beanbags  Hoops  Mini hurdles  Skipping ropes  Cones | | *Cones*  *Tennis balls*  *Beanbags*  *Hoops*  *Playground ball*  *Mini hurdles*  *Base stations* | |
| **Location** | *Hall* | | *Hall* | |

**PE**



***NURSERY – Introduction to PE***

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| **Key Knowledge** |
| Agility  Explore changing direction safely  Balance  Explore balancing whilst stationary and on the move  Coordination  Explore moving different body parts together  Speed  Explore moving and stopping with control  Strength  Explore taking weight on different body parts  Stamina  Explore moving for extended periods of time |

|  |
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| **Key Vocabulary** |
| Fast  Follow  Share  Team  Safely  Space  Path  Travel  Listen |

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Overview and links to Early Learning Goals**

**Big concept**

How can we stay healthy?

**Skills**

S.E.T

Social: Sharing and leadership

Emotional: Perseverance and confidence

Thinking: Decision making, selection and applying actions

Physical

Moving safely

Running

Jumping

Throwing

Catching

Following a path

**Teacher Glossary**

Safe space – space away from other people and objects

Travelling action – run, hop, jump, side step, skip, gallop

Stop with control – stop in a balanced position on your feet

Jump – Take off and land with two feet

Hop – Take-off on one foot and land on the same foot

Prophetic – children will share what they learn about being healthy with other people

**Gospel Values**

**PE**

|  |
| --- |
| **Key Knowledge** |
| Sending  Explore sending an object with hands and feet  Catching  Explore catching using a variety of larger balls and beanbags  Tracking  Explore stopping a ball with hands and feet  Dribble  Explore bouncing and catching |

|  |
| --- |
| **Key Vocabulary** |
| Roll  Team  Space  Kick  Bounce  Throw  Safely  Stop  Listen |



Dribble: To move the ball using your feet or hands

Send – to pass to someone with either feet or hands

Receive – to collect or stop a ball that is sent to you

Safe space – space away from other people and objects

Travelling action -run, hop, jump, side step, skip, gallop

**Teacher Glossary**

How can we develop our skills?

**Big concept**

Hopeful – children will remain hopeful that their skills will improve

**Gospel Values**

S.E.T

Social: Cooperation and supporting others

Emotional – Honesty and Perseverance

Thinking – Using tactics and decision making

Physical

Rolling a ball

Throwing at a target

Bouncing a ball

Dribbling a ball with feet

Kicking a ball

Stopping a rolling ball

**Skills**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Overview and links to Early Learning Goals**

***NURSERY – Ball Skills***

**PE**

***NURSERY – Gymnastics***



|  |
| --- |
| **Key Vocabulary** |
| Copy  Travel  Space  Shape  Rock  Over  Backwards  Sideways  Forwards |

|  |
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| **Key Knowledge** |
| Shapes  Show contrast with their bodies including wide/narrow, straight/curved  Balances  Explore shapes in stillness using different parts of their bodies  Rolls  Explore rocking and rolling  Jumps  Explore jumping safely |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can we develop strength and agility?

**Teacher Glossary**

**Skills**

Safe space – space away from other people and objects

Travelling action -run, hop, jump, side step, skip, gallop

Shapes – tuck, pike, straddle, dish, arch, star

Action – the skill a gymnast uses in their sequence

Level – high, medium or low

Sequence – a number of actions linked together

S.E.T

Social: Taking turns, cooperation and communication

Emotional – Confidence and determination

Thinking – Selecting and applying skills and creating sequences

Physical

Shapes

Balances

Jumps

Rocking

Rolling

Loving and compassionate – children will give positive feedback to others

**Gospel Values**

**PE**

***NURSERY – Dance***



|  |
| --- |
| **Key Knowledge** |
| Actions  Explore how their body moves. Copy basic body actions and rhythms  Dynamics  Explore actions in response to music and an idea  Space  Explore pathways and the space around them and in relation to others  Performance  Are given opportunities to perform in front of others |

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| --- |
| **Key Vocabulary** |
| Move  Space  Safely  Shape  Copy  Around  Sideways  Forwards  Backwards |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can we express ourselves through movement?

**Skills**

**Teacher Glossary**

S.E.T

Social: Respect and cooperating with others

Emotional – Confidence and working independently

Thinking – Counting, observing and providing feedback and selecting and applying actions

Physical

Travelling

Copying and performing actions

Co-ordination

Counts. – a performer uses counts of 8 to stay in time with the music and other performers

Action – the movement a dancer does

Level – high, medium or low

Direction – forwards, backwards, sideways

Curious – how will music make them feel and how can they respond to it

**Gospel Values**

**PE**

***NURSERY – Fundamentals***



|  |
| --- |
| **Key Knowledge** |
| Running  Explore running and stopping  Explore changing direction safely  Balance  Explore balancing whilst stationary and on the move  Jumping  Begin to explore take-off and landing safely  Hopping  Explore hopping on both feet  Skipping  Explore skipping as a travelling action |

|  |
| --- |
| **Key Vocabulary** |
| Run  Safely  Space  Jump  Hop  Direction  Stop  Listen |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

What skills do we need to be successful in PE?

**Skills**

S.E.T

Social: Working safely, responsibility and helping others

Emotional: Honesty, determination and challenging myself

Thinking: Decision making, selection and applying actions

Physical

Running

Balancing

Jumping

Changing direction

Hopping

Travelling

**Teacher Glossary**

Balance – the ability to maintain stability when stationary or when moving

Jump – take off and land on two feet

Hop – take-off on one foot and land on the same foot

Safe space – space away from other people and objects

Travelling actions – run, hop, jimp, side step, skip, gallop

Hopeful – children will remain hopeful that they can improve their skills

**Gospel Values**

**PE**

***NURSERY – Games***



|  |
| --- |
| **Key Knowledge** |
| Sending and Receiving  Explore S and R with hands and feet using a variety of equipment  Dribbling  Explore dropping and catching with two hands and moving a ball with their feet  Attacking and defending  Explore changing direction and tagging games  Space – recognise their own space |

|  |
| --- |
| **Key Vocabulary** |
| Run  Safely  Space  Catch  Throw  Team  Stop  Tag  Score |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can you be a good team player?

**Skills**

**Teacher Glossary**

S.E.T

Social: Communication, co-operation, taking turns, respect and encouraging others

Emotional: Honesty, managing emotions, perseverance and using tactics

Thinking – Using tactics and decision making

Physical

Running

Balancing

Changing direction

Striking a ball

Throwing

Safe space – space away from other people and objects

Travelling actions – run, hop, jimp, side step, skip, gallop

Dodge – change direction quickly, often used to lose a defender or avoid being caught

Loving and compassionate - children will work well as a team and be kind

**Gospel Values**

Reception

Snow scene doc

Storm scene doc

Rainy days audio

Foggy days doc

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| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Introduction to PE** | | **Ball skills** | |
| **Suggested Content** | ***Developing Skills*** | *Move around safely in space.*  *Follow instructions and stop safely.*  *Stop safely and develop control when using equipment.*  *Follow instructions and play safely as a group.*  *Follow a path and take turns.*  *Work cooperatively with a partner.* | ***Developing Skills*** | *Develop rolling and tracking a ball.*  *Develop accuracy when throwing to a target.*  *Develop dribbling with hands.*  *Develop throwing and catching with a partner.*  *Develop dribbling a ball with your feet.*  *Develop kicking a ball to a target.* |
| ***Applying and Linking Skills*** | *Change direction to avoid others and look for a space.*  *Stop in a balanced position on feet and use small steps to stop.*  *Keep the ball close to you and rest your foot on top of it to keep it still.*  *Look in the direction you are travelling and take turns.*  *Listen to the rules and instructions and look for others changing directions to avoid bumps.*  *Send your partner the ball when looking at you and share equipment and take turns.* | ***Applying and Linking Skills*** | *Bend low and step forwards when you roll the ball. Move your feet to receive it and point your hand towards the target.*  *Keep your eyes on your target and use one hand to throw.*  *Push the ball as it starts to move down and use soft hands to push the ball.*  *Check your partner is looking before passing and use tow hands to catch.*  *Keep the ball close to your feet and use soft touches.*  *Use the inside of your foot to kick the ball.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec) | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | | ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec) | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | |
| **Required Resources** | Cones  Hoops  Playground ball  Beanbags  Warm up: Sunrise audio  Base stations  Skipping ropes  Tennis balls | | Cones  Tennis balls  Scarves  Windy weather audio  Playground balls  Beanbags  Cricket wickets  Hoops  Metal skittles and canes  Falling snow audio | |
| **Location** | *Hall* | | *Hall* | |

Reception

Marching through the jungle vid

The jungle audio

On the farm audio

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Gymnastics** | | **Dance** | |
| **Suggested Content** | ***Developing Skills*** | *Create short sequences using shapes, balances and travelling actions.*  *Develop balancing and safely using apparatus.*  *Develop jumping and landing safely from a height.*  *Develop rocking and rolling.*  *Explore travelling around, over and through apparatus.*  *Create short sequences linking actions together and including apparatus.* | ***Developing Skills*** | *Use counting to stay in time with the music and copy and create different actions.*  *Be able to move safely with confidence and imagination to express and communicate ideas through movement.*  *Explore movement using a prop and move with control and coordination.*  *Move with control and coordination and express and communicate ideas through movement.*  *Copy and repeat actions, linking them together.*  *Remember and repeat actions and explore body actions, pathways and shapes.* |
| ***Applying and Linking Skills*** | *Hold shapes and balances for 5 seconds and squeeze muscles to stay still and strong.*  *Squeeze your muscles to help you stay still.*  *Bend your knees when landing and keep your chest up tall.*  *Keep your legs together on the straight roll and stay curled in the barrel roll.*  *Hold shapes and balances for 5 seconds and travel using different body parts.*  *Travel over, around and along the apparatus using different body parts.* | ***Applying and Linking Skills*** | *Count to 8 to stay in time with the music and use different body parts to travel on.*  *Use clear actions to help to show your character.*  *Use big, confident actions and movements.*  *Count to 8 to stay in time with the music.*  *Use changes of direction and level in your performance.*  *Make big movements with your body to show clear shapes and use different body parts to create the shapes.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec)  Physical: I am developing towards a more fluid style of moving. | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | | ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec)  Physical: I am developing towards a more fluid style of moving. | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | |
| **Required Resources** | Basic shapes doc  Barrel roll vid  Goldilocks and the three bears doc  Straight roll vid  Woodland scene doc  Jack and the Beanstalk doc  Cones  Base stations  Beanbags  Agility table  Benches  Hoops  Mats  Quoits  Skipping ropes | | Happy audio  Warm up beats audio  Under the sea vid  Under the sea audio  Base stations  Scarves  Fireworks audio  Warm up: Buzz audio  Warm up: Dreams audio  Marching through the jungle doc | |
| **Location** | *Hall* | | *Hall* | |

Reception

Rainforest audio

Rainforest creatures doc

Australian scene doc

Wild west scene doc

Small soft balls

Tennis rackets

India audio

Far East doc

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Fundamentals** | | **Games** | |
| **Suggested Content** | ***Developing Skills*** | *Develop balancing.*  *Develop running and stopping.*  *Develop changing direction.*  *Develop jumping.*  *Develop hopping.*  *Explore different ways to travel using equipment.* | ***Developing Skills*** | *Develop accuracy when throwing and practising keeping score.*  *Follow instructions and move safely when playing tag games.*  *Learn to play against an opponent.*  *Play by the rules and develop coordination.*  *Develop striking a ball and keeping score.*  *Work cooperatively as a team.* |
| ***Applying and Linking Skills*** | *Squeeze your muscles to balance and wide arms.*  *Bend your knees to help you stop, keep your chest up and big steps to run, small steps to stop.*  *Bend your knee to push off in the opposite direction, turn your body to face a new direction and use small steps.*  *Bend your knees to jump and land, look straight ahead keeping chest up. Squeeze muscles to balance when landing.*  *Bend your knees to jump and land, look straight ahead keeping chest up.*  *Move in different ways; jumping, crawling, marching and sliding using different body parts.* | ***Applying and Linking Skills*** | *Shout out the score when you score a point and point your hand where you want the object to go.*  *Look for space away from taggers and tag by gently touching.*  *Point your hand where you want the object to go and say ‘well done’ to your opponent.*  *Listen carefully to instructions and use the opposite leg to arm when running.*  *Hit the ball in the middle of the racket and point the racket where you want the ball to go.*  *Clap the other teams and encourage team mates.* |
| ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec)  Physical: I am developing towards a more fluid style of moving. | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | | ***Evaluating Success*** | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec)  Physical: I am developing towards a more fluid style of moving. | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise.  (PD Rec) | | Social: I can create collaboratively, sharing ideas,  resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning.  (EAD Rec) | |
| **Required Resources** | Base stations  Beanbags  Benches  Cones  Skipping ropes  Circus audio  Circus doc  Team bands/Bibs  Tunnel | | Beanbags  Safari scene doc  Under the sea audio  Under the sea scene doc  Foot speed ladder  Hoops  Mini hurdles  Space scene doc  Farm scene doc  Woodland scene doc  Polar scene doc  Cones  Cricket wickets  Hoops  Metal skittles and canes  Playground balls  Tennis balls  Benches | |
| **Location** | *Hall* | | *Hall* | |

***RECEPTION – Fundamentals***

**PE**



|  |
| --- |
| **Key Vocabulary** |
| Run  Safely  Space  Balance  Hop  Direction  Stop  Skip  Jump |

|  |
| --- |
| **Key Knowledge** |
| Running  Explore running and stopping  Explore changing direction safely  Balance  Explore balancing whilst stationary and on the move  Jumping  Begin to explore take off and landing safely  Hopping  Explore hopping on both feet  Skipping  Explore skipping as a travelling action |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

What skills do we need to be successful in PE?

**Teacher Glossary**

Gallop – Step forward with a lead leg followed by the trail leg stepping just behind, with a little jump, the lead leg moves again

Balance – the ability to maintain stability when stationary or when moving

Jump – take off and land on two feet

Hop – take-off on one foot and land on the same foot

Safe space – space away from other people and objects

Travelling actions – run, hop, jump, side step, skip, gallop

**Skills**

S.E.T

Social: Working safely, responsibility and working with others

Emotional: Managing emotions and challenging myself

Thinking: Selecting and applying actions

Physical

Hopping

Galloping

Skipping

Sliding

Jumping

Changing direction

Balancing

Running

Hopeful – children will remain hopeful that they can improve their skills

**Gospel Values**

**PE**



***RECEPTION – Ball Skills***

|  |
| --- |
| **Key Knowledge** |
| Sending  Explore sending an object with hands and feet  Catching  Explore catching using a variety of larger balls and beanbags  Tracking  Explore stopping a ball with hands and feet  Dribble  Explore bouncing and catching |

|  |
| --- |
| **Key Vocabulary** |
| Roll  Team  Space  Kick  Bounce  Throw  Safely  Stop  Listen |

**Overview and links to Early Learning Goals**

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Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can we develop our skills?

**Teacher Glossary**

Dribble: To move the ball using your feet or hands

Send – to pass to someone with either feet or hands

Receive – to collect or stop a ball that is sent to you

Safe space – space away from other people and objects

Travelling action -run, hop, jump, side step, skip, gallop

Track – to track is to move your body to get in line with a ball coming towards you

**Skills**

S.E.T

Social: Cooperation, sharing and taking turns

Emotional – Determination

Thinking – Using tactics and decision making

Physical

Rolling a ball

Tracking a ball

Throwing at a target

Bouncing a ball

Dribbling a ball with feet

Kicking a ball

Hopeful – children will remain hopeful that their skills will improve

**Gospel Values**

**PE**

***RECEPTION – Gymnastics***



|  |
| --- |
| **Key Knowledge** |
| Shapes  Show contrast with their bodies including wide/narrow, straight/curved  Balances  Explore shapes in stillness using different parts of their bodies  Rolls  Explore rocking and rolling  Jumps  Explore jumping safely |

|  |
| --- |
| **Key Vocabulary** |
| Copy  Travel  Space  Shape  Rock  Over  Around  Through  Roll |

**Overview and links to Early Learning Goals**

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Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can we develop strength and agility?

**Skills**

**Teacher Glossary**

S.E.T

Social: Leadership, taking turns and helping others

Emotional – Determination

Thinking – Selecting and applying skills and creating sequences

Physical

Shapes

Balances

Jumps

Rock and roll

Barrel roll

Straight roll

Progressions of a forward roll

Travelling

Safe space – space away from other people and objects

Travelling action -run, hop, jump, side step, skip, gallop

Shapes – tuck, pike, straddle, dish, arch, star

Action – the skill a gymnast uses in their sequence

Level – high, medium or low

Sequence – a number of actions linked together

Loving and compassionate – children will give positive feedback to others

**Gospel Values**

**PE**

***RECEPTION – Dance***



|  |
| --- |
| **Key Knowledge** |
| Actions  Explore how their body moves. Copy basic body actions and rhythms  Dynamics  Explore actions in response to music and an idea  Space  Explore pathways and the space around them and in relation to others  Performance  Are given opportunities to perform in front of others |

|  |
| --- |
| **Key Vocabulary** |
| Move  Space  Safely  Shape  Copy  Around  Sideways  Forwards  Backwards |

**Overview and links to Early Learning Goals**

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I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can we express ourselves through movement?

**Skills**

**Teacher Glossary**

S.E.T

Social: Respect and cooperating with others

Emotional – Confidence and working independently

Thinking – Counting, observing and providing feedback and selecting and applying actions

Physical

Travelling

Copying and performing actions

Balance

Co-ordination

Counts. – a performer uses counts of 8 to stay in time with the music and other performers

Action – the movement a dancer does

Level – high, medium or low

Direction – forwards, backwards, sideways

Curious – how will music make them feel and how can they respond to it

**Gospel Values**

**PE**



***RECEPTION – Fundamentals***

|  |
| --- |
| **Key Knowledge** |
| Running  Explore running and stopping  Explore changing direction safely  Balance  Explore balancing whilst stationary and on the move  Jumping  Begin to explore take off and landing safely  Hopping  Explore hopping on both feet  Skipping  Explore skipping as a travelling action |

|  |
| --- |
| **Key Vocabulary** |
| Run  Safely  Space  Balance  Hop  Direction  Stop  Skip  Jump |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

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I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

What skills do we need to be successful in PE?

**Teacher Glossary**

Gallop – Step forward with a lead leg followed but the trail leg stepping just behind, with a little jump, the lead leg moves again

Balance – the ability to maintain stability when stationary or when moving

Jump – take off and land on two feet

Hop – take-off on one foot and land on the same foot

Safe space – space away from other people and objects

Travelling actions – run, hop, jump, side step, skip, gallop

**Skills**

Physical

Hopping

Galloping

Skipping

Sliding

Jumping

Changing direction

Balancing

Running

S.E.T

Social: Working safely, responsibility and working with others

Emotional: Managing emotions and challenging myself

Thinking: Selecting and applying actions

Hopeful – children will remain hopeful that they can improve their skills

**Gospel Values**

**PE**

***RECEPTION – Games***



|  |
| --- |
| **Key Knowledge** |
| Sending and Receiving  Explore S and R with hands and feet using a variety of equipment  Dribbling  Explore dropping and catching with two hands and moving a ball with their feet  Attacking and defending  Explore changing direction and tagging games  Space – recognise their own space |

|  |
| --- |
| **Key Vocabulary** |
| Run  Safely  Space  Catch  Rules  Team  Stop  Tag  Score |

**Overview and links to Early Learning Goals**

**Physical**: I can handle equipment effectively

I can move confidently in a range of ways

I can safely negotiate space

I can show good control and coordination in small and large movements

I can talk about ways to keep healthy and safe

I know the importance for good health and physical exercise

**Social** -I am sensitive to others’ feelings

I can play co-operatively, taking turns

**Emotional** – I am confident to try new activities

I ask for help if needed

Thinking – I can talk about my own ideas and use them in response to a task

I understand and follow the rules

**Big concept**

How can you be a good team player?

**Skills**

**Teacher Glossary**

S.E.T

Social: Communication, co-operation, taking turns, respect and encouraging others

Emotional: Honesty, managing emotions, perseverance and using tactics

Physical

Running

Changing direction

Striking a ball

Safe space – space away from other people and objects

Travelling actions – run, hop, jump, side step, skip, gallop

Dodge – change direction quickly, often used to lose a defender or avoid being caught

Opponent – someone not on your team

Coordination – moving two or more body parts at the same time

Loving and compassionate - children will work well as a team and be kind

**Gospel Values**

Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Forest schools/**  **Team games (Sp1)** | | **Ball skills/Net + wall (A2)** | |
| **Suggested Content** | ***Developing Skills*** | *Listen to and follow instructions.*  *Co-operate and communicate with a partner to solve challenges.*  *Work co-operatively as a team, listening to others and taking turns.*  *Explore and develop teamwork skills.*  *Develop communication skills.*  *Use communications skills to lead a partner.*  *Plan with a partner to solve problems, listening to others and sharing ideas.*  *Communicate with a group to solve challenges.*  *Create a lean to shelter with support.  Discuss how successful the shelter was.*  *Practise knots: Timber hitch knot with a hitch.*  *Use directional language (left and right)*  *Describe the location of features on a simple map.*  *Re-enforce rules and boundaries of the woodland areas.*  *Travel safely over the terrain in the woodland area.*  *Work in a team.*  *Carry sticks safely.* | ***Developing Skills*** | *Explore different ball handling skills.*  *Be able to roll a ball to hit a target.*  *Develop co-ordination and be able to stop a rolling ball.*  *Be able to develop technique and control which dribbling a ball with your feet.*  *Develop control and technique when kicking a ball.*  *Develop co-ordination and technique when throwing and catching.*  *Develop control and co-ordination when dribbling a ball with your hands.*  *Show co-ordination and control in a variety of ball skills.* |
| ***Applying and Linking Skills*** | *Listen to the instruction and think about the information before completing the action.*  *Listen to each other and share ideas.*  *Listen to each other’s ideas and make a plan.*  *Communicate with others and listen to instructions carefully.*  *Listen carefully to your partner’s instructions and use clear, short instructions.*  *Include everyone in the group, listen to instructions and use short instructions to help your partner.*  *Listen to each other’s ideas and work together to make decisions.*  *Listen to each other’s ideas before making a plan.* | ***Applying and Linking Skills*** | *Use soft touches with our feet to keep good control and use wide fingers to hold the ball.*  *Bend low and place your opposite foot to rolling arm forward and let go when your hand is pointing at the target.*  *Keep your eyes on the ball and move your feet in line with the ball.*  *Keep the ball close using soft touches and use different parts of your foot to control the ball.*  *Direct the inside of your foot at your target and kick the ball.*  *Place your hands together to catch a ball and put the opposite foot forward to your throwing arm.*  *Push the ball down and the magic moment and use wide fingertips.*  *Move your feet to receive the ball and watch it.* |
| ***Evaluating Success*** | I can communicate simple instructions.  I can follow a simple diagram/map.  I can follow instructions.  I can listen to others' ideas.  I can suggest ideas to solve tasks.  I can work with a partner and a small group.  I understand the rules of the game. | ***Evaluating Success*** | I am beginning to catch with two hands.  I am beginning to dribble a ball with my hands and feet.  I am beginning to understand simple tactics.  I can recognise changes in my body when I do exercise.  I can roll and throw with some accuracy towards a target.  I can say when someone was successful.  I can track a ball that is coming towards me.  I can work co-operatively with a partner. |
| **Required Resources** | Cones  Playground balls  Beanbags  Hurdles  Tennis balls  Hoops  Parachute  Blindfolds  Skipping ropes  Balloons  Tennis rackets | | Cones  Playground balls  Tennis balls  Beanbags | |
| **Location** | *Field/woodland* | | *Playground* | |

Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 1** | |
| **Overview** | **Gymnastics + equipment (Sp2)** | | **Dance** | |
| **Suggested Content** | ***Developing Skills*** | *Explore travelling movements using the space around you.*  *Develop quality when performing gymnastics.*  *Develop stability and control when performing balances.*  *Develop technique and control when performing shape jumps.*  *Develop technique in the barrel, straight and forward roll.*  *Build strength and begin to take body weight on hands.*  *Explore key skills on apparatus showing quality, control and balance.*  *Link gymnastic actions to create a sequence.* | ***Developing Skills*** | *Explore travelling actions and use counts of 8 to move in time with the music.*  *Remember and repeat actions and respond imaginatively to a stimulus.*  *Copy, remember and repeat actions representing a theme.*  *Choose and perform actions that represent a theme.*  *Use expression to show feelings and create actions that relate to the story.*  *Use a pathway when travelling.*  *Show changes in expression, level and shape.* |
| ***Applying and Linking Skills*** | *Use different body parts to travel on and use high and low levels.*  *Squeeze your muscles and tense when in a shape.*  *Hold your balances still for 5 seconds, squeezing muscles so they feel hard.*  *Bend your knees when landing and look straight ahead.*  *Keep in the same shape throughout the roll.*  *Tense your stomach muscles when taking weight on your hands.* |
| ***Applying and Linking Skills*** | *Count evenly to the beat using counts of 8.*  *Use a change of direction and speed to add interest and use clear actions to tell a story.*  *Use clear actions and expressions to tell the story.*  *Draw the shape of the pathway as you travel and use levels to make your dance look interesting.*  *Use expression to show your character.*  *Discuss and share ideas, change level, direction or speed to make your dance interesting.*  *Jump heavily to show you are jumping in a puddle.* |
| ***Evaluating Success*** | I am confident to perform in front of others.  I can link simple actions together to create a sequence.  I can make my body tense, relaxed, stretched and curled.  I can recognise changes in my body when I do exercise.  I can remember and repeat actions and shapes.  I can say what I liked about someone else's performance.  I can use apparatus safely and wait for my turn. | ***Evaluating Success*** | I am beginning to use counts.  I can copy, remember and repeat actions.  I can move confidently and safely.  I can use different parts of the body in isolation and together.  I can work with others to share ideas and select actions.  I choose appropriate movements for different dance ideas.  I recognise changes in my body when I do exercise.  I say what I liked about someone else's performance.  I show some sense of dynamic and expressive qualities in my dance. |
| **Required Resources** | Relay baton  Barrel roll vid  Forward roll vid  Rolls doc  Agility table  Benches  Weight on hands stations doc  *Cones*  *Mats*  *Basic shapes doc*  *Beanbags*  *Cones*  *Hoops*  *Hurdles*  *Star vid*  *Straight jump vid* | | Toy pictures doc  Sleeping toys vid  The lost toy doc  Warm up: Street  Cones  Hoops  Puddles audio  *Happy audio*  *Trees and leaves audio*  *Pirates audio*  *The Pirate’s yo-ho-ho*  *Pirates vid*  *Warm up: Dreams audio*  *Warm up: Sunrise audio*  *Warm up: Carnival audio*  *The lost toy audio* | |
| **Location** | *Hall* | | *Hall* | |

Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Send and receive/invasion (S2)** | | **Athletics/Sports practise (S1)** | |
| **Suggested Content** | ***Developing Skills*** | *Roll a ball towards a target.*  *Be able to track and receive a rolling ball.*  *Be able to stop, send and receive a ball with your feet.*  *Develop sending and receiving a ball with your feet.*  *Develop throwing and catching skills.*  *Send and receive a ball using a stick.*  *Send and receive a ball using a racket.* | ***Developing Skills*** | *Learn to move at different speeds for carrying distances.*  *Develop a foundation for balance and stability.*  *Develop agility and co-ordination.*  *Explore hopping, jumping and leaping for distance.*  *Develop balance whilst jumping and landing.*  *Develop balance and rhythm which travelling over obstacles.*  *Develop throwing for distance.*  *Develop throwing for accuracy.* |
| ***Applying and Linking Skills*** | *Bend down low, opposite foot to the arm and let go when your hand is pointing to the target.*  *Make eye contact before sending the ball and get your body behind it as it comes towards you.*  *Place your foot behind the ball to cushion it and use the inside of your foot to pass the ball.*  *Check the receiver is looking and pass with the inside of your foot.*  *Use two hands and wide fingers to catch the ball.*  *Push the ball with two hands and release when your hands are pointing at the target.*  *Hold the stick with two hands, send the ball with a pushing action.*  *Move from the ready position to track the ball.* | ***Applying and Linking Skills*** | *Run using opposite leg forward to arm, taking bigger strides when running faster and a slower pace for longer distances.*  *Jump and land with soft kneed and keep chest up.*  *Bend low and push off quickly to change direction, keeping feet shoulder width apart.*  *Bend your knees to start and land, looking forwards and swinging arms forwards when jumping.*  *keep looking forwards as you jump and land, keeping your chest up.*  *Jump and land with soft knees and when linking running and jumping movements.*  *Throw with a balanced stance, underarm throw for a short distance and overarm throw for a further distance.*  *Increase swing and force to throw the beanbag further.* |
| ***Evaluating Success*** | I am beginning to send and receive a ball using a piece of equipment.  I am beginning to send and receive a ball with my feet.  I can catch a ball after one bounce.  I can recognise changes in my body when I do exercise.  I can roll a ball towards a target.  I can throw a ball to a partner.  I can track a ball that is coming towards me.  I can work co-operatively with a partner. | ***Evaluating Success*** | I am able to throw towards a target.  I am beginning to link running and jumping movements.  I am beginning to show balance and co-ordination when changing direction.  I am developing over arm throwing.  I can recognise changes in my body when I do exercise.  I can run at different speeds.  I can work with others and make safe choices.  I try my best.  I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. |
| **Required Resources** | Cones  Tennis balls  Playground ball  Hoops  Hockey sticks  Tennis rackets | | Cones  Base stations  Beanbags  Benches  Skipping ropes  Mini hurdles  Foot step ladder  Hoops | |
| **Location** | *Playground* | | *Playground* | |

Logo

Description automatically generated

Icon

Description automatically generated

**Key vocabulary:**

Shelter

Sticks

Logs

Left

right

**Forest school knowledge organiser**

**Year 1**

**Skills:**

**Shelters:**

Create a lean to shelter with support.

Discuss how successful the shelter was.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Travel safely over the terrain in the woodland area.

Work in a team.

Carry sticks safely.

**Map skills:**

Use directional language (left and right).

Describe the location of features on a simple map.

Examples of activities:

A picture containing outdoor, ground, tree, plant

Description automatically generated

A group of people working in a forest

Description automatically generated with low confidence

**Knots:**

Practising knots.

**Knot type: Timber hitch knot with a hitch.**

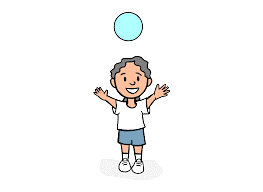


Diagram

Description automatically generated

**PE**

***Year 1 Ball skills***



|  |
| --- |
| **Key Knowledge** |
| Sending  Roll and throw with some accuracy towards a target  Catching  Begin to catch with two hands.  Catch after a bounce  Tracking  Track a ball being sent directly  Dribbling  Begin to dribble with hands and feet |

|  |
| --- |
| **Key Vocabulary** |
| Far  Aim  Balance  Throw  Roll  Catch  Bounce  Send |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities

. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination

**Overview and links to NC**

**Big concept**

Develop hand eye coordination

**Teacher Glossary**

**Skills**

S.E.T

Social: Co-operation, communication, leadership and supporting others

Emotional: Honesty, perseverance and challenging myself

Thinking: Using tactics, exploring actions and comprehension

Physical

Rolling

Kicking

Throwing

Catching

Bouncing

Dribbling

Tracking

Dribble – to move the ball using your feet or your hands

Track – to track is when a player moves their body to get in line with a ball that is coming towards them

Send – to pass to someone using either your feet or hands

Receive – to collect or stop a ball that is sent to you using either your hands or feet

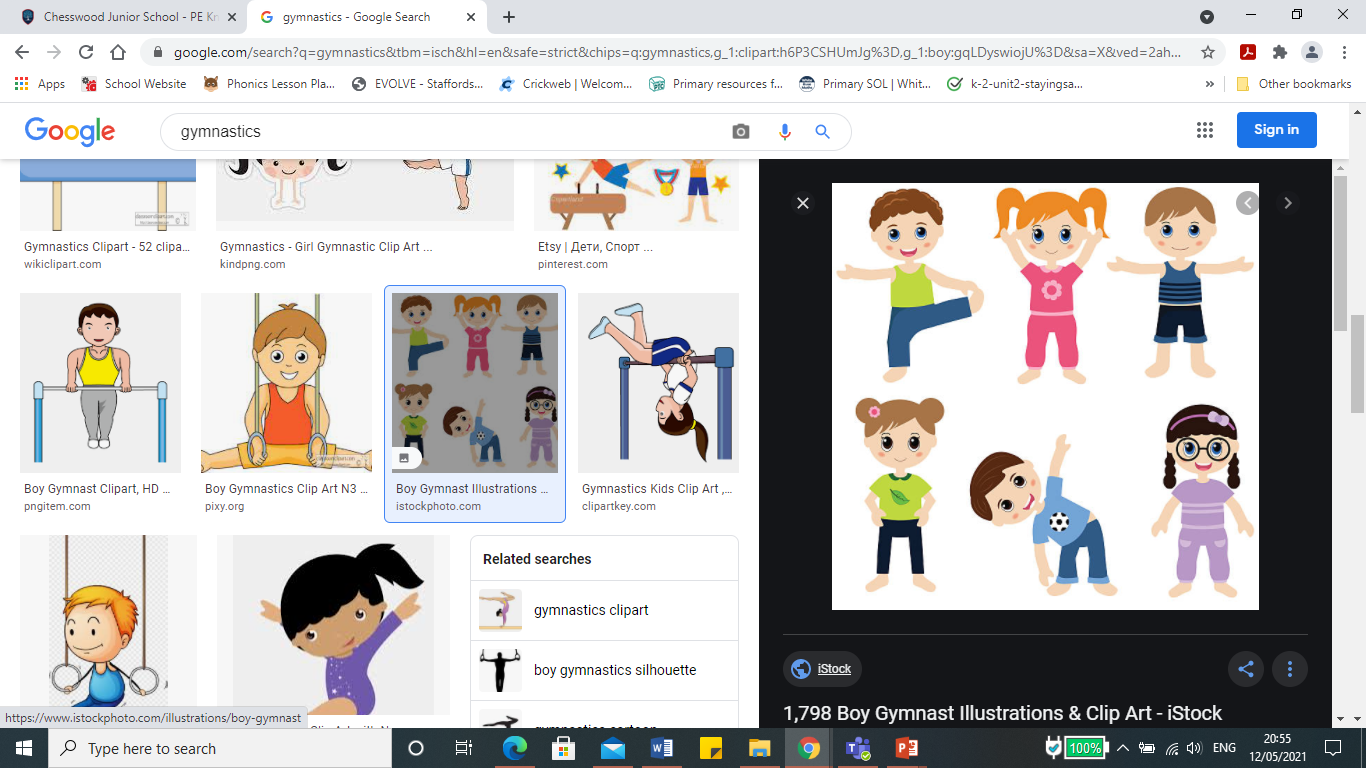
Grateful – be grateful for the support and encouragement of others

**Gospel Values**

**PE**

***Year 1 Gymnastics***

|  |
| --- |
| **Key Vocabulary** |
| Action  Travel  Balance  Jump  Direction  Roll  Point  Shape  Speed  Fast  Slow  Level |



|  |
| --- |
| **Key Knowledge** |
| Shapes  Explore basic and still shapes straight, tuck, straddle, pike  Balances  Perform balances making their body tense, stretched and curled  Rolls  Explore barrel, straight and forward roll progressions  Jumps  Explore shape jumps inclduing jumping off low apparatus |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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.

**Overview and links to NC**

**Big concept**

Increase flexibility and overall strength

**Teacher Glossary**

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. Travel, jump, shape, balance, roll.

Level: High, medium, low.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality.

**Skills**

Physical

Travelling actions

Shapes

Balances

Jumps

Barrel roll

Straight roll

S.E.T

Social: Sharing and working safely.

Emotional: Confidence.

Thinking: Observing and providing feedback, selecting and applying actions.

Faith filled and hopeful – Having faith to try new balances and shapes with your body.

**Gospel Values**

**PE**

***Year 1 Dance***



|  |
| --- |
| **Key Knowledge** |
| Actions  Copy, remember and repeat actions to represent a theme, explore repeating their own actions in relation to a theme  Dynamics  Explore varying speeds to represent an idea  Space  Explore pathways within their performance  Relationships  Begin to explore actions and pathways with a partner  Performance  Begin to use counts within their performance |

|  |
| --- |
| **Key Vocabulary** |
| Counts  Action  Travel  Pose  Move  Direction  Forwards  Backwards  Speed  Fast  Slow  Level  Shape |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Pupils should be taught to perform dances using simple movement patterns

**Overview and links to NC**

**Big concept**

Expressing yourself through movement.

**Skills**

S.E.T

Social: Communication, cooperation, respect and coming to decisions with a partner

Emotional: Acceptance and confidence

Thinking: Selecting and applying actions, counting, observing and giving feedback

Physical

Travel

Copying and performing actions

Using shape

Balance

Coordination

**Teacher Glossary**

Counts – a performer uses counts to stay in times with the music and other performers

Action – the movement a dancer does

Level -High, medium or low

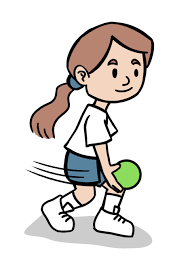
Pathway – Designs traced in space

Loving and compassionate – give positive and constructive feedback

**Gospel Values**

**PE**

***Year 1 Sending and Receiving***



|  |
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| **Key Knowledge** |
| Sending  Roll and throw with some accuracy towards a target  Catching  Begin to catch with two hands.  Catch after a bounce  Tracking  Track a ball being sent directly |

|  |
| --- |
| **Key Vocabulary** |
| Aim  Throw  Catch  Safely  Roll  Racket  Kick |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities

. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination

**Overview and links to NC**

**Big concept**

Develop a skill set that can be used in different situations

**Skills**

S.E.T

Social: Co-operation, communication and keeping others safe

Emotional: Perseverance challenging myself

Thinking: Identifying how to improve and transferring skills

Physical

Rolling

Kicking

Throwing

Catching

Tracking

**Teacher Glossary**

Track – to track is when a player moves their body to get in line with a ball that is coming towards them

Send – to pass to someone using either your feet or hands

Receive – to collect or stop a ball that is sent to you using either your hands or feet

Prophetic – share what they have learnt with others and use skills in other situations

**Gospel Values**

**PE**

***Year 1 Athletics***



|  |
| --- |
| **Key Knowledge** |
| Running  Explore running at different speed and running over obstacles  Jumping  Develop balance whilst jumping and landing  Explore hopping, jumping and leaping for distance  Throwing  Explore throwing for distance and accuracy |

|  |
| --- |
| **Key Vocabulary** |
| Fast  Slow  Jump  Aim  Direction  Far  Bend  Improve  Hope  Safely  Travel  Balance |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities

. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination

**Overview and links to NC**

**Big concept**

Being the best you can be

Always improving

**Skills**

**Teacher Glossary**

Jump – take off and land on two feet

Hop -take off on one foot and land on the same foot

Leap – take-off on one foot and land on the other

S.E.T

Social: Working safely and collaborating with others

Emotional: Determination, and working independently

Thinking: Exploring ideas and observing and providing feedback.

Physical

Running at different speeds

Combining running and jumping

Agility and coordination

Jumping for distance and height

Throwing for distance

**Gospel Values**

Hopeful – if you work hard then your skills will improve and develop

Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 1** | |
| **Overview** | **Fitness** | | **Forest Schools/Team games (Sp1)** | |
| **Suggested Content** | ***Developing Skills*** | *To understand how to run for longer periods of time without stopping.*  *To develop coordination through hula hoop skills.*  *To develop co-ordination and timing when jumping in a long rope.*  *To develop individual skipping.*  *To take part in a circuit to develop stamina and agility.*  *To explore exercises that use your own body weight.*  *To develop ABC, agility, balance and co-ordination.* | ***Developing Skills*** | *To follow instructions and work with others.*  *To develop communication skills when working with a partner.*  *To co-operate and communicate in a small group to solve challenges.*  *To create a plan with a group to solve challenges.*  *To communicate effectively and develop trust.*  *To work as a group to solve problems.*  *To discuss and plan with a partner and small group to solve problems.*  *To work with a group to copy and create a basic map.*  *Create a learn to shelter independently or with limited support.*  *Evaluate the effectiveness of the shelter.*  *Practise knots: round turn and two half hitch knots.*  *Use simple compass directions (north, east, south and west)*  *Recognise landmarks and human and physical features.*  *Devise a simple map and use basic symbols in a key.* |
| ***Applying and Linking Skills*** | *Don’t run too quickly at the start and keep a steady speed.*  *Use different levels and directions and wide fingers to grip your hoop.*  *Listen for the tap of the rope hitting the floor and watch the rope as it comes over your head and jump.*  *Jump, bend, jump bend rhythm and turn then jump.*  *Don’t go too quick at the start and encourage teammates.*  *Bend low and push off quickly when changing direction.*  *Complete the exercises carefully and slowly.*  *Keep your head up and use your arms to help you move quickly.* | ***Applying and Linking Skills*** | *Listen to or read the instructions, think before completing actions and make a plan before beginning.*  *Decide the best solution for the task and listen to each other when sharing ideas.*  *Decide on a plan, ensure all members contribute and use clear instructions.*  *Discuss ideas, reflect on what your team did well and how you can improve.*  *Use clear, short instructions when guiding you partner.*  *Focus on what your team is doing and use positive language when communicating.*  *include all members and make decisions as a group.*  *Include all members and listen and share ideas.* |
| ***Evaluating Success*** | |  | | --- | | I can describe how my body feels during exercise. | | I can link different hoop skills to create a routine. | | I can show hopping and jumping movements with  some balance and control. | | I persevere with new challenges. | | I show determination to continue working over a  longer period of time. | | I understand that running at a slower speed will allow  me to run for a longer period of time. | | I work with others to turn a rope and encourage others  to jump at the right time. | | ***Evaluating Success*** | |  | | --- | | I can follow instructions carefully. | | I can say when I was successful at solving challenges. | | I can share my ideas and help to solve tasks. | | I can work co-operatively with a partner and a small  group. | | I show honesty and can play fairly. | | I understand how to use, follow and create a simple  diagram/map. | |
| **Required Resources** | Cones  Hoops  Long skipping ropes  Skipping ropes  Base stations  Foot step ladder  Hurdles  Bibs  Station cards – stamina and co-ordination doc | | Cones  Skipping ropes  Tunnels  Balloons  Goal ball  Tambourine  Beanbags  Tennis balls  Documents – Face 1, 2, 3, 4 and faces  Benches  Speed bounce mats  Station cards – stamina and agility doc  Pencils  Bingo – pupil exercises doc  Name in exercises doc  Playground ball  Hoops  Pack of cards  Playground balls  Blindfolds  Skipping ropes  Bibs  Base stations  Benches  Pencils | |
| **Location** | *KS1 Playground* | | *KS1 Playground/Hall* | |

Year 2

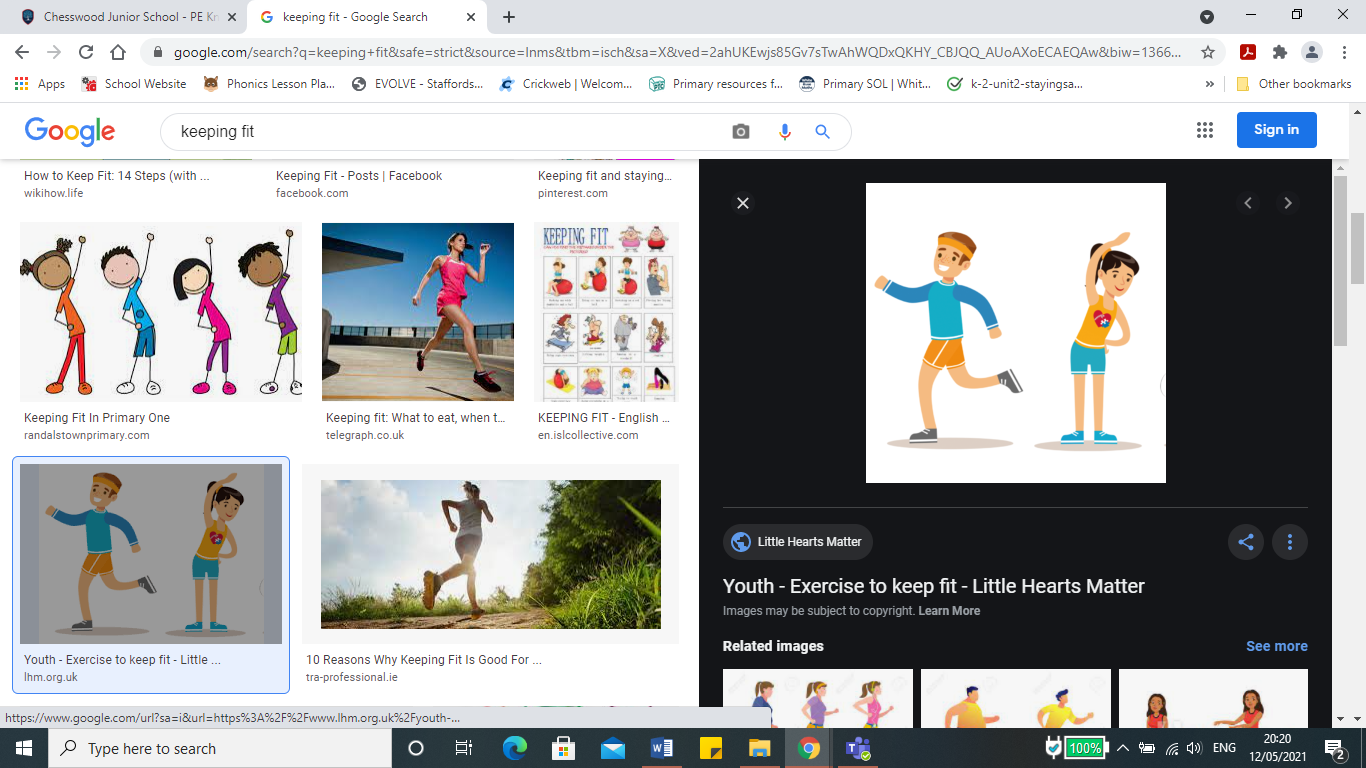
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| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 1** | |
| **Overview** | **Gymnastics + equipment (Sp2)** | | **Dance** | |
| **Suggested Content** | ***Developing Skills*** | *To perform gymnastic shapes and link them together.*  *To be able to use shapes to create balances.*  *To explore travelling actions, directions and levels.*  *To be able to link travelling actions and balances using apparatus.*  *To demonstrate different shapes, take off and landings when performing jumps.*  *To develop rolling and sequence building.*  *To develop exploring apparatus.*  *To develop sequence work on apparatus.* | ***Developing Skills*** | *To remember, repeat and link actions and explore space and movement patterns.*  *To create actions and accurately copy other’s actions.*  *To copy, remember and repeat actions using facial expressions to show different characters.*  *To perform in unison and create interesting shapes.*  *To mirror a partner and create ideas.*  *To create actions in response to a stimulus and copy and repeat actions.*  *To copy, create and perform actions on response to the stimulus using dynamics.*  *To create a short dance showing changes of speed.* |
| ***Applying and Linking Skills*** | *Be as still as a statue and hold each shape for 5 seconds.*  *Squeeze your muscles so they feel hard.*  *Change the levels you use within your sequence and use different body parts to travel on.*  *Change levels you use within your sequence and use different body parts to travel on.*  *Bend your knees to jump and land, us shape jumps.*  *Keep your shape throughout the roll and transition smoothly from one action to the next.*  *Explore travelling along, over, under, through and around apparatus.*  *Use a start and a finish position and rolls, jumps, balances, travelling movements and shapes to create a sequence.* |
| ***Applying and Linking Skills*** | *Use changes in level or direction when travelling and counts of 8 to stay in time.*  *Use counts of 8 to stay in time and different levels and shapes.*  *Change your expression using clear exaggerated actions to show different characters.*  *Share ideas, using clear pathways and interesting shapes and squeezing muscles to stay balanced.*  *Use different directions, levels and speeds when performing.*  *Choose actions that show changes in speed and stillness when holding your shape.*  *Use changes of direction, speeds and dynamics.*  *Use opposite arm/leg to your partner in unison.* |
| ***Evaluating Success*** | |  | | --- | | I am beginning to provide feedback using key words. | | I am proud of my work and confident to perform in  front of others. | | I can describe how my body feels during exercise. | | I can perform the basic gymnastic actions with some  control and balance. | | I can plan and repeat simple sequences of actions. | | I can use directions and levels to make my work look  interesting. | | I can use shapes when performing other skills. | | I can work safely with others and apparatus. | | ***Evaluating Success*** | |  | | --- | | I am beginning to provide feedback using key words. | | I can copy, remember, repeat and create dance phrases. | | I can describe how my body feels during exercise. | | I can show a character and idea through the actions  and dynamics I choose. | | I can use counts to stay in time with the music. | | I can work with a partner using mirroring and unison  in our actions. | | I show confidence to perform. |   *Benches*  *Mirrors vid*  *Mirrors audio*  *Rainforest audio*  *Rainforest fact file doc*  *Rainforest vid*  *Amazon vid*  *The Amazon doc*  *Warm up – buzz audio* |
| **Required Resources** | *Mats*  *Cones*  *Skipping ropes*  *Star jump vid*  *Straight jump vid*  *Barrel roll vid*  *Forward roll vid*  *Basic shapes doc*  *Base stations*  *Apparatus set up KS1 doc*  *Stretches for gym doc*  *Agility table*  *Benches*  *Hoops*  *Climbing frame* | | *Hoops*  *Happy audio*  *Warm up – carnival audio*  *Warm up – beats audio*  *Base stations*  *Circus doc*  *Circus audio*  *Warm up – dreams audio*  *Circus ideas vid*  *Rainforest creatures doc* | |
| **Location** | *Hall* | | *Hall* | |

Year 2

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| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Striking and fielding/Net + wall (A2) /Invasion (S2)** | | **Athletics/Sports practise (S1)** | |
| **Suggested Content** | ***Developing Skills*** | *To roll a ball towards a target.*  *To track a rolling ball and collect it.*  *To develop accuracy in underarm throwing and consistency in catching.*  *To develop overarm throwing.*  *To develop striking a ball with my hand and equipment.*  *To retrieve a ball when fielding.*  *To understand the roles of batter, bowler and fielder and how to get a batter out.*  *To understand how to run around bases to score points.* | ***Developing Skills*** | *To develop the sprinting action.*  *To develop rhythm and balance in running over obstacles.*  *To develop agility and co-ordination.*  *To develop jumping for distance.*  *To develop technique when jumping for height.*  *To develop throwing for distance.*  *To develop throwing for accuracy.*  *To develop technique when taking part in an athletics carousel.* |
| ***Applying and Linking Skills*** | *Point your throwing hand towards your target and step forwards with your opposite foot to throwing hand.*  *Get your body low in front of the ball and move your feet to get in line. Watch the ball as it is coming towards you.*  *Move your feet to the ball to catch and point your hand where you want the ball to go.*  *Point your hand where you want the ball to go and step forward with your opposite foot to your throwing arm.*  *Strike the ball using the centre of the racket and watch the ball when it is coming towards you.*  *Get in front of the ball and use two hands to collect the ball.*  *When batting, bat away from the fielders. And when fielding, retrieve the ball and send it to the bowler.*  *Make decisions about when to run by looking at the ball and fielders and run around the outside of the bases after you have hit the ball.* | ***Applying and Linking Skills*** | *Balance when running by alternating arms and legs and run on the balls of your feet. Take big strides when running fast.*  *Be aware of the varying heights and distances and count your strides to keep an even rhythm. Keep soft knees when linking running and jumping movements.*  *Balance when running by alternating arms and legs and keep a balanced stance when changing direction with feet shoulder width apart.*  *Bend your knees to help push off and land. Look forward at take-off and landing and swing your arms up at take-off.*  *Drive your arms upwards to help you jump higher and jump from a balanced starting position.*  *Place your opposite leg to throwing arm forward and stand sideways on to the direction of the throw from a balanced starting position.*  *Keep your eyes looking at your target, point your hand at your target after you throw and throw from a balanced starting position.*  *Keep soft knees when linking running and jumping movements and look forward at take-off and landing.* |
| ***Evaluating Success*** | I am beginning to provide feedback using key words.  I am developing underarm and overarm throwing skills. I can describe how my body feels during exercise.  I can roll a ball to hit a target.  I can sometimes hit a ball using a racket.  I can track a ball and collect it.  I can use simple tactics.  I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group. | ***Evaluating Success*** | I can describe how my body feels during exercise.  I can identify good technique. I can jump and land with control.  I can link running and jumping movements with some control and balance.  I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas.  I show balance and co-ordination when running at different speeds and in different directions.  I try my best. |
| **Required Resources** | *Cones*  *Tennis balls*  *Beanbags*  *Playground ball*  *Small foam balls*  *Tennis rackets*  *Hoops* | | *Cones*  *Activity skittles*  *Base stations*  *Mini hurdles*  *Beanbags*  *Cricket wickets*  *Tennis balls*  *Hoops*  *Athletics carousel doc* | |
| **Location** | *Playground* | | *Playground* | |

**PE**

***Year 2 Fitness***



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| **Key Knowledge** |
| Agility  Demonstrate improved technique when changing direction on the move.  Balance  Demonstrate increased balance whilst travelling along and over equipment.  Coordination  Perform ations with increased control when coordinating their body with and without equpiment.  Speed  Can demonstrate running at different speeds.  Strength  Demonstrate increaded control in body weight exercises.  Stamina  Show an ability to work for longer periods of time. |

|  |
| --- |
| **Key Vocabulary** |
| Speed  Distance  Sprint  Strong  Pace  Jog  Steady  Race |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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.

**Overview and links to NC**

**Big concept**

Leading an active lifestyle.

Keeping your body healthy.

**Teacher Glossary**

**Skills**

Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Coordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Physical

Agility

Balance

Coordination

Speed

Stamina

Skipping

S.E.T

Social: Taking turns, encouraging and supporting others.

Emotional: Determination, perseverance, challenging myself.

Thinking: Identifying strengths and areas for improvement, observing and providing feedback.

**Gospel Values**

Curious and active – What can you do to keep your body fit and active.

Icon

Description automatically generatedLogo

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A picture containing tree, ground, outdoor, plant

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Examples of activities:

**Knots:**

Practising knots.

**Knot type: round turn and two half hitch knot and hitches.**

**Skills:**

**Shelters:** Create a lean to shelter independently or with limited support. Evaluate the effectiveness of the shelter.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Work in a team to co-operate and communicate clearly.

Move logs safely with support first.

**Map skills:** Use simple compass directions (north, south, east and west).

Recognise landmarks and human and physical features.

Devise a simple map and use basic symbols in a key.

**Key vocabulary:**

Lean to shelter

Team work

Logs

Compass

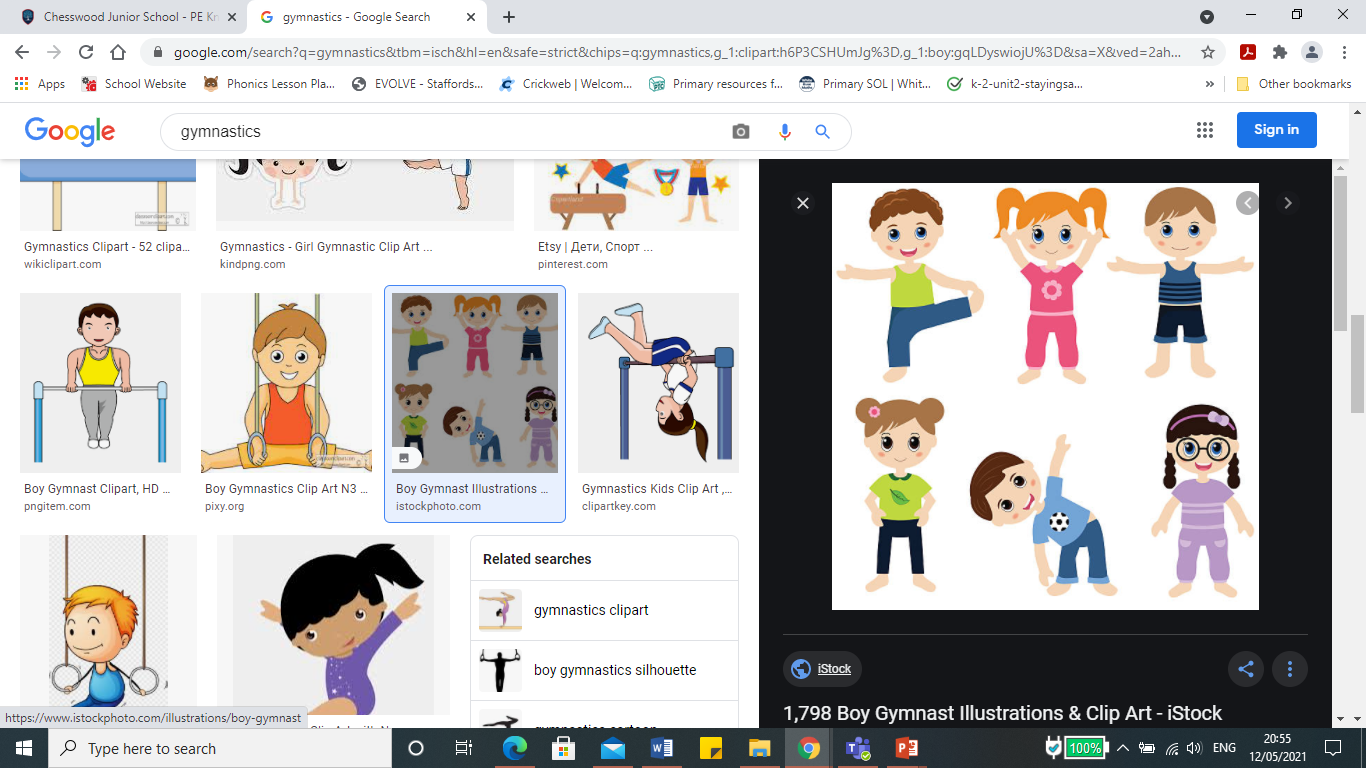
Maps and symbols

**Forest school knowledge organiser**

**Year 2**

**PE**

***Year 2 Gymnastics***



|  |
| --- |
| **Key Knowledge** |
| Shapes  Explore using shapes in different gymnastic balances.  Balances  Remember, repeat and link combinations of gymnastic balances.  Rolls  Explore barrel and straight rolls and put into sequence work.  Jumps  Explore shape jumps and take off combinations. |

|  |
| --- |
| **Key Vocabulary** |
| Link  Pathway  Straddle  Speed  Sequence  Tuck  Star  Pike |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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.

**Overview and links to NC**

**Big concept**

Increasing flexibility

**Teacher Glossary**

Shapes: E.g tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence eg. Travel, jump, shape, balance, roll.

Level: High, medium, low.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality.

**Skills**

Physical

Travelling actions

Shapes

Balances

Jumps

Barrel roll

Straight roll

S.E.T

Social: Sharing and working safely.

Emotional: Confidence.

Thinking: Observing and providing feedback, selecting and applying actions.

Faith filled and hopeful – Having faith to try new balances and shapes with your body.

**Gospel Values**

**PE**

***Year 2 Dance***



|  |
| --- |
| **Key Knowledge** |
| Actions  Accurately remember, repeat and link actions to express an idea  Dynamics  Develop an understanding of dynamics  Space  Develop the use of pathways and travelling actions to include levels  Relationships  Explore working with a partner using unison, matching and mirroring  Performance  Develop the use of facial expressions in their performance |

|  |
| --- |
| **Key Vocabulary** |
| Counts  Action  Travel  Shape  Direction  Speed  Level  Spave  Balance  Timing  Mirror  Pathway |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Pupils should be taught to perform dances using simple movement patterns.

**Overview and links to NC**

**Big concept**

Expressing yourself through movement.

**Skills**

S.E.T

Social: Respect, consideration, sharing ideas and decision making with others

Emotional: Acceptance and confidence

Thinking: Selecting and applying actions, counting, observing and giving feedback and creating

Physical

Travel

Copying and performing actions

Using dynamics

Using pathways, expression and speed

Balance

Coordination

**Teacher Glossary**

Counts – a performer uses counts to stay in times with the music and other performers

Action – the movement a dancer does

Dynamics – how an action is performed

Level -High, medium or low

Pathway – Designs traced in space

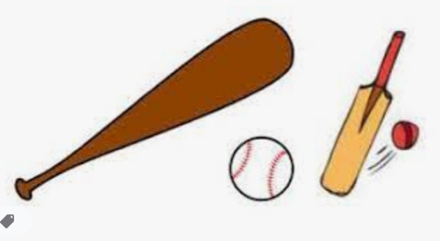
Mirroring – reflecting the movements of another person as if they are a mirror image

**Gospel Values**

Loving and compassionate – give positive and constructive feedback

**PE**

***Year 2 Striking and Fielding***



|  |
| --- |
| **Key Knowledge** |
| Striking  Develop striking a ball with their hand and equipment with some consistency  Fielding  Understand that there are different roles within a fielding team  Throwing  Develop coordination and technique when throwing over and underarm  Catching  Catch with two hands with some coordination and technique |

|  |
| --- |
| **Key Vocabulary** |
| Send  Received  Runs  Batter  Teammate  Bowler  Fielder |

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities

Participate in team games, developing simple tactics for attacking and defending

**Overview and links to NC**

**Big concept**

Working together as a team

**Teacher Glossary**

**Skills**

S.E.T

Social: Communication, supporting and encouraging others and consideration of others

Emotional: Perseverance, honesty and fair play

Thinking: Using tactics, selecting and applying skills and decision making

Physical

Throwing

Catching

Retrieving a ball

Tracking a ball

Striking a ball

Fielder – a player on the fielding team, especially one other than the bowler or backstop

Batter – a player on the batting team

Runs – the unit of scoring

Bowler – the player who starts the game by bowling to the batter

Track – when fielding to track is when a player moves their body to get in line with a ball that is coming towards them

Loving and compassionate – work well as a team

**Gospel Values**

**PE**

***Year 2 Athletics***

|  |
| --- |
| **Key Knowledge** |
| Running  Develop the sprinting action and explore rhythm when running over obstacles  Jumping  Develop jumping, hopping and skipping actions  Explore safely jumping for distance and height  Throwing  Develop overarm throwing for distance |

|  |
| --- |
| **Key Vocabulary** |
| Speed  Jog  Sprint  Pace  Balance  Direction  Take off  Landing  Swing  Height  Distance  Overarm  underarm |



Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities

. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination

**Overview and links to NC**

**Big concept**

Being the best you can be

Always improving

**Skills**

S.E.T

Social: Working safely and collaborating with others

Emotional: Determination, and working independently

Thinking: Exploring ideas and observing and providing feedback.

Physical

Running at different speeds

Combining running and jumping

Agility and coordination

Jumping for distance and height

Throwing for distance

**Teacher Glossary**

Pace – the speed at which a performer runs

Agility – the ability to change direction quickly and easily

Jump – take off and land on two feet

Hop -take-off on one foot and land on the same foot

Co-ordination -to move different body parts at the same time

**Gospel Values**

Intentional – try your best

Year 3/4 A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Athletics/Sports practise (S1)** | | **Gymnastics + equipment (Sp1)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop the sprinting technique and improve on your personal best.*  *To develop changeover in relay events.*  *To develop fluency and rhythm when running over obstacles.*  *To develop jumping technique in a range of approaches and take off positions.*  *To develop jumping for height and safety on landing.*  *To develop throwing for distance and accuracy.*  *To develop throwing for distance in a pull throw.*  *To develop officiating and performing skills.* | ***Developing Skills*** | *To be able to create interesting point and patch balances.*  *To be able to match a partner in a sequence.*  *To develop stepping into shape jumps with control.*  *To develop the straight, barrel, and forward roll.*  *To be able to transition smoothly into and out of balances.*  *To create a sequence with matching and contrasting actions and shapes.*  *To explore gymnastics skills using hoops.*  *To create a partner sequence incorporating equipment.* |
| ***Applying and Linking Skills*** | *Sprint on the balls of your feet moving your hands from pocket to mouth.*  *Hold the bottom of the relay baton for smooth changeovers and run to the receiving side of your teammate when passing the baton on.*  *Count your strides to keep an even pace and keep a consistent stride pattern.*  *Jump with balance and control by bending your knees at take-off and landing and keep looking straight ahead when you jump.*  *Drive your arms forwards and upwards on take-off and jump with balance and control by bending your knees at take-off and landing.*  *Step forward as you throw to create power and transfer your weight from your back to your front leg.*  *Release the beanbag as your hand moves past your head and throw from a balanced stance.*  *Hold the bottom of the relay baton for smooth changeovers.* | ***Applying and Linking Skills*** | *Hold your balance for 5 seconds and make them interesting by using different levels and body parts to balance on.*  *Move at the same time and in the same direction and use different levels and body parts to make your sequence look interesting.*  *Land with knees bent and look straight ahead when you jump.*  *Barrel roll - keep your knees tucked into your chest. Forward roll - tuck your chin into chest. Straight roll - roll from an arch to a dish.*  *Choose actions that are on the same or similar level to move into and out of balances smoothly.*  *Actions could include rolls, jumps, balances and travelling movements*.  *Close your fingers around the hoop to keep it controlled.*  *Ensure your sequence uses a variety of actions and levels and use strong body tension in your balances.* |
| ***Evaluating Success*** | I am developing jumping for distance and height.  I can identify when I was successful.  I can take part in a relay activity, remembering when to run and what to do.  I can throw a variety of objects, changing my action for accuracy and distance.  I can use different take off and landings when jumping.  I can use key points to help me to improve my sprinting technique.  I can work with a partner and in a small group, sharing ideas.  I show determination to achieve my personal best.  I understand the benefits of exercise.  I understand why it is important to warm up. | ***Evaluating Success*** | I can adapt sequences to suit different types of apparatus.  I can choose actions that flow well into one another.  I can choose and plan sequences of contrasting actions.  I can complete actions with increasing balance and control.  I can move in unison with a partner.  I can provide feedback using key words.  I understand the benefits of exercise.  I use a greater number of my own ideas for movements in response to a task. |
| **Required Resources** | *Cones*  *Jumping for height stations doc*  *Basketballs*  *Beanbags*  *Carousel stations doc*  *Speed bounce mats*  *Relay batons*  *Mini hurdles*  *Stretches for athletics doc*  *Long jump vid*  *Skipping ropes*  *Hoops*  *Benches* | | *Mats*  *Straight jump vid*  *Tuck jump vid*  *Barrel roll vid*  *Forward roll vids (3)*  *Straight roll vid*  *Hoops*  *Basic shapes doc*  *Point and patch balances doc*  *Stretches for gym doc*  *Agility table*  *Benches*  *Base stations*  *Star jump vid* | |
| **Location** | *Playground* | | *Hall* | |

Year 3/4 A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Forest schools/Outdoor Adventurous Activity (Sp2)** | | **Dance/Yoga (A1)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop cooperation and teamwork skills.*  *To develop communication skills and work effectively with a partner.*  *To develop trust and team work. To be able to follow and give instructions.*  *To work effectively in small groups. To develop planning and problem solving skills.*  *To involve all team members in an activity and work towards a collective goal.*  *To develop trust and accept support. To be able to listen to others and follow instructions.*  *To be able to identify objects on a map. To be able to draw and follow a simple map.*  *To draw a route using directions. To be able to orientate a map and navigate around a grid.*  Create a tarpaulin shelter in the woodland area.  Work successfully as a group, having considered and evaluated each member’s contributions.  Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. To be able to use knots to attach to structures and trees.  **Knot type: Reef knot**  Re-enforce rules and boundaries of the woodland area.  Take part in outdoor challenges on own and in a team.  Demonstrate understanding of the concept of a basic map.  Follow rules when completing an orienteering activity.  Navigate your way around a simple orienteering course. | ***Developing Skills*** | *To create actions in response to a stimulus and move in unison with a partner.*  *To create actions to move in contact with a partner or interact with a partner.*  *To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.*  *To work with a partner to choose actions that relate to an idea.*  *To remember and repeat actions. To use dynamics to clearly show different phrases.*  *To choose actions which relate to the idea. To use space and timing to make my work look interesting.*  *To understand and use formations. To choose poses which relate to the stimulus.*  *To use transitions and changes of timing to move into and out of shapes.* |
| ***Applying and Linking Skills*** | *Listen to other team members and share ideas.*  *Take time to discuss ideas with your partner.*  *Be clear and descriptive with your instructions.*  *Make changes where necessary and reflect on your planning after each game.*  *Think about the limitations set on other team members and how you could support them.*  *Listen carefully to your teammates’ instructions.*  *Look carefully at the map and ask teammates if you need help.*  *Turn your map as you move so that the correct colour cone is in front of you in real and on the map.* | ***Applying and Linking Skills*** | *Use counts of 8 to help you to stay in time with each other and the music.*  *Use opposites such as forwards and backwards or up and down and work with your partner, sharing ideas.*  *Consider the use of space around you and use actions that represent the machine breaking down.*  *Consider how to move to represent each season and use counting to help to remember the actions.*  *Use changes in pathway, canon and unison and count to stay in time with each other and the music.*  *Use clear, strong poses to represent the idea.*  *Make clear shapes as a group that represent the idea and use changes of timing within your dance.*  *Move with clear confident actions and use dynamics in your dance to help to represent your idea.* |
| ***Evaluating Success*** | I am developing map reading skills.  I can follow and give instructions.  I can listen to and am accepting of others' ideas.  I can plan and attempt to apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges.  I can work collaboratively with a partner and a small group. | ***Evaluating Success*** | I am respectful of others when watching them perform.  I can provide feedback using key words.  I can repeat, remember and perform a dance phrase.  I can use counts to keep in time with a partner and group.  I can use dynamic and expressive qualities in relation to an idea.  I can work with a partner and in a small group, sharing ideas.  I create short dance phrases that communicate the idea.  I understand the benefits of exercise. |
| **Required Resources** | *Benches*  *Tennis balls*  *Playground ball*  *Rackets*  *Pencils*  *Skipping ropes*  *Reading symbols doc*  *L8 Worksheets (5 docs)*  *Blindfolds*  *Cones*  *Hoops*  *Hurdles*  *Bibs*  *Mats*  *Base stations* | | *Warm up: beats audio*  *Machine breaking down vid*  *Warm up: carnival audio*  *Attract and repel vids*  *Forces and magnets audio*  *Warm up RnB audio*  *Seasons audio and doc*  *Spring/Summer vids*  *Autumn/Winter set phrase vid*  *Romans audio*  *Romans vid and doc*  *Machines audio*  *The machine and parts docs*  *Machine video*  *Warm up: Sunrise audio*  *Machine pushing movements vid*  *Machine Spinning movements 1 + 2 vid*  *Working machine vid*  *Warm up: Street audio*  *Romans architecture vid and doc*  *Romans fact file* | |
| **Location** | *Playground/Field* | | *Hall* | |

Year 3/4 A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Netball (I)/Muggle Quiddith (I) (S2)** | | **Rounders (S+F)/Volleyball (N+W) (A2)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop ball handling skills. To practise throwing and catching.*  *To develop passing and moving. To be able to play within the footwork rule.*  *To develop passing and moving towards a goal.*  *To develop movement skills to lose a defender.*  *To be able to defend an opponent and try to win the ball.*  *To develop the shooting action.*  *To develop playing using netball rules.*  *To learn the positions of 5-a-side netball and where each is allowed to go.* |  | *To develop throwing and catching skills.*  *To play different roles in a game and begin to think tactically about each role.*  *To develop the bowling action and learn the rules of bowling.*  *To run around the outside of the bases and make decisions about when to stop and when to run.*  *To field a ball using a two handed pick up and a short barrier.*  *To develop batting technique and an understanding of where to hit the ball.*  *To play to the rules when batting as a team.*  *To apply skills and rules learnt to play rounders.* |
| ***Applying and Linking Skills*** | *Use two hands to catch and watch the ball as it comes towards you.*  *Do not lift your landing foot and place it back down.*  *Pass and then move towards your goal and use a shoulder pass to pass over longer distances.*  *Change direction and speed to lose the defender and move again if you have not lost the defender.*  *Ensure you can see the attacker and the ball.*  *Begin with your feet shoulder width apart and hold the ball high above your head.*  *Call when you are free to receive a pass and move into space near to your goal.*  *Pass and then move towards your goal.* |  | *For catching, watch the ball and move your feet to it and point your throwing arm in the direction of your target.*  *Be aware of where other pupils are before making a decision about what to do and use an overarm throw for long distances.*  *Point your hand at your target after you have thrown the ball and step forward with the opposite foot to throwing arm.*  *Keep the bases on your left hand side and watch where the ball is to help you to decide when to stop running.*  *Move your feet to stay in line with the ball as it comes towards you.*  *Stand sideways on to the bowler and watch the ball as it comes towards you.*  *Don’t overtake the batter in front of you and watch where your other batters are before deciding whether to run.*  *Show respect towards others and use the rules to help to manage your game.* |
| ***Evaluating Success*** | I am beginning to use simple tactics.  I am learning the rules of the game and I am beginning to use them to play fairly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I understand the benefits of exercise.  I work cooperatively with my group to self-manage games.  *Score sheet doc*  *Rounders rules doc*  *Netball posts*  *One handed shot vid*  *Two handed shot vid*  *Netball bibs* |  | I am able to bowl a ball towards a target.  I am beginning to strike a bowled ball.  I am developing an understanding of tactics and I am beginning to use them in game situations.  I am learning the rules of the game and I am beginning to use them.  I can provide feedback using key words.  I can use overarm and underarm throwing and catching skills.  I understand the aim of the game.  I understand the benefits of exercise.  I work cooperatively with my group to self-manage games. |
| **Required Resources** | *Cones*  *Netballs*  *Stretches for games doc*  *5-a-side netball rules doc*  *Bibs*  *Hoops*  *Chest pass vid* | | *Cones*  *Hoops*  *Score sheet doc*  *Rounders rules doc*  *Tennis balls*  *Beanbags*  *Playground ball*  *Tennis rackets*  *Stretches for games doc*  *Rounders bats* | |
| **Location** | *MUGA/Playground* | | *Playground* | |

Year 3/4 B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Fitness training/Sports practise (S1)** | | **Gymnastics + equipment (Sp1)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop an awareness of what your body is capable of and to test and record baseline fitness scores.*  *To develop your sprinting technique and your speed.*  *To develop strength using my own body weight.*  *To complete actions to develop coordination.*  *To complete actions to develop agility.*  *To complete actions to develop balance.*  *To complete actions to develop stamina.*  *To re-test fitness scores and recognise improvement.* | ***Developing Skills*** | *To develop individual and partner balances.*  *To develop control in performing and landing rotation jumps.*  *To develop the straight, barrel, forward and straddle roll.*  *To develop strength in inverted movements.*  *To be able to explore pathways and travelling movements.*  *To be able to create a sequence to include apparatus and inverted movements.*  *To be able to create a partner sequence to include apparatus.* |
| ***Applying and Linking Skills*** | *Encourage those you are working with and try your best at each station.*  *Keep your elbows bent and move your hands from your pocket to your mouth. Run on the balls of your feet.*  *Complete each exercise slowly and with control.*  *Watch the ball and move your hands ready to catch it.*  *Bend low and use small steps to change direction and turn your hips to face the direction you are running.*  *Bend your standing knee to help you to stay balanced and focus on something still.*  *Breathe steadily in through your nose and don’t go too fast at the beginning.*  *Compete against your own score to achieve your personal best and work to your maximum.* | ***Applying and Linking Skills*** | *Strong body tension will help you to hold balance with increased control.*  *Bend your knees when landing a jump with arms straight ahead and looking forwards.*  *Keep good body tension throughout your roll.*  *Think where the momentum is coming from and use it.*  *Use body tension to improve the control of your movements.*  *Ensure movements link smoothly.*  *Change level, speed and direction in your sequences and link actions smoothly.*  *Make the performance interesting by using different shapes, levels and pathways.* |
| ***Evaluating Success*** | I can collect and record personal fitness data and identify areas I need to improve.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can use key points to help me to improve my sprinting technique.  I share ideas and work with others to manage activities.  I show balance when changing direction at speed.  I show control when completing activities to improve balance.  I show determination to continue working at over a period of time.  I understand there are different areas of fitness and that each area challenges my body differently. | ***Evaluating Success*** | I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can identify some muscle groups used in gymnastic activities.  I can plan and perform sequences with a partner that include a change of level and shape.  I can provide feedback using appropriate language relating to the lesson.  I can safely perform balances individually and with a partner.  I can watch, describe and suggest possible improvements to others’ performances and my own.  I understand how body tension can improve the control and quality of my movements.  *Forward roll vid*  *Rolls doc*  *Straddle roll vid*  *Straight roll vid*  *Agility table*  *Bridge vid+ doc*  *Shoulder stand vid+ doc*  *Stretches for gym doc* |
| **Required Resources** | *Cones*  *Hoops*  *Hurdles*  *Pencil*  *Stop watch*  *Tennis balls*  *My fitness record doc*  *Pack of cards*  *Tug of war rope*  *Playground ball* | | *Mats*  *Partner balances doc*  *Safety in balances doc*  *Base stations*  *Benches*  *Basic shapes doc*  *Straight jump vid*  *Barrel roll vid* | |
| **Location** | *Playground/Hall* | | *Hall* | |

Year 3/4 B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Forest schools/ Outdoor Adventurous Activity (Sp2)** | | **Dance/Yoga (A1)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop cooperation and teamwork skills.*  *To develop communication skills and work effectively with a partner.*  *To develop trust and team work. To be able to follow and give instructions.*  *To work effectively in small groups. To develop planning and problem solving skills.*  *To involve all team members in an activity and work towards a collective goal.*  *To develop trust and accept support. To be able to listen to others and follow instructions.*  *To be able to identify objects on a map. To be able to draw and follow a simple map.*  *To draw a route using directions. To be able to orientate a map and navigate around a grid.*  *Design and build varying sized shelters using tarpaulin and materials found in the woodland.*  *Work successfully as a group, having considered and evaluated each members’ contributions.*  *Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.*  *To be able to use knots and attach to structures and trees. With support use lashing and frapping techniques.*  *Recognise features and symbols on the map.*  *Understand how to orientate the map.*  *Record information accurately. Follow rules when completing an orienteering activity.*  *Re-enforce rules and boundaries in the woodland area.*  *Co-operate and communicate clearly in team games.* | ***Developing Skills*** | *To copy and create actions in response to an idea. To use changes of space to adapt the set material.*  *To choose actions which relate to the theme. To work with a partner to show action and reaction.*  *To use actions, dynamics, spacing and timing to represent a state of matter.*  *To use actions, dynamics, spacing and timing to represent a state of matter.*  *To remember and repeat actions and create dance ideas in response to a stimulus.*  *To use action and reaction when creating ideas with a partner.*  *To remember, repeat and create actions to represent an idea.*  *To use choreographing ideas to change how actions are performed.* |
| ***Applying and Linking Skills*** | *Listen to other team members and share ideas.*  *Take time to discuss ideas with your partner.*  *Be clear and descriptive with your instructions.*  *Make changes where necessary and reflect on your planning after each game.*  *Think about the limitations set on other team members and how you could support them.*  *Listen carefully to your teammates’ instructions.*  *Look carefully at the map and ask teammates if you need help.*  *Turn your map as you move so that the correct colour cone is in front of you in real and on the map.* | ***Applying and Linking Skills*** | *Change the direction or pathway of your actions to make your performance look interesting.*  *Choose actions that represent the character.*  *Choose actions that represent each state of matter and consider how the actions are performed.*  *Consider how the actions are performed and where and when you dance in relation to others.*  *Count with your partner to accurately copy the set choreography and use clear actions to represent your ideas.*  *Talk through and share your ideas with your partner and use opposites to help you to create actions.*  *Assign actions to counts to help you to create your dance.*  *Change level, direction, speed, timing to make actions more interesting and use dynamics and expression to help to tell your story.* |
| ***Evaluating Success*** | I can accurately follow and give instructions.  I can confidently communicate ideas and listen to others.  I can identify key symbols on a map and use a key to help navigate around a grid.  I can plan and apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges.  I can work collaboratively and effectively with a partner and a small group. | ***Evaluating Success*** | I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can provide feedback using appropriate language relating to the lesson.  I can respond imaginatively to a range of stimuli relating to character and narrative.  I can use changes in timing and spacing to develop a dance.  I can use counts to keep in time with others and the music.  I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.  I show respect for others when working as a group and watching others perform.  *Warm up - Beats*  *Superpowers audio*  *Superpowers set vid*  *Mind control vid*  *Warm up – Carnival audio*  *A trip to… vid + audio*  *Liquids, gases vids* |
| **Required Resources** | *Cones*  *Hoops*  *Hurdles*  *Pencil*  *Stop watch*  *Tennis balls*  *My fitness record doc*  *Pack of cards*  *Tug of war rope*  *Playground ball* | | *The spy audio*  *The spy vid*  *Warm up – Street audio*  *Action and reaction vid*  *Warm up – Sunrise audio*  *Solids vid*  *States of matter vid + doc + audio* | |
| **Location** | *Playground/Field* | | *Hall* | |

Year 3/4 B

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Tennis/Softball (S+F) (A2)** | | **Football (I)/ Ultimate Frisbee (I)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop underarm feeding. To use the ready position.*  *To develop ball control using a tennis racket.*  *To develop hitting the ball using a forehand.*  *To develop returning the ball using a forehand.*  *To develop the backhand and understand when to use it.*  *To work cooperatively with a partner to keep a continuous rally going.*  *To use simple tactics in a game to outwit an opponent.*  *To demonstrate honesty and fair play when competing against others.* | ***Developing Skills*** | *To develop control whilst dribbling the ball.*  *To develop controlling the ball and dribbling under pressure.*  *To develop passing to a teammate.*  *To develop passing and moving.*  *To be able to control the ball with different parts of the body.*  *To develop changing direction with the ball using an inside and outside hook.*  *To be able to jockey / track an opponent.*  *To be able to apply the rules and tactics you have learnt to play in a football tournament.* |
| ***Applying and Linking Skills*** | *Move your feet to track the ball as it comes towards you and release the ball using a straight arm.*  *Hit the ball in the centre of the racket and use a strong wrist to hold the racket.*  *Hit the ball when the racket face is facing your partner.*  *As the ball approaches, move your feet to get in line with it.*  *Turn sideways so that your dominant arm is closest to the net.*  *Hit the ball away from your opponent to make it hard for them to return it.*  *Cover space on the court between you and your partner.*  *Agree the score after each point and shake hands with your opponent at the end of each game.* | ***Applying and Linking Skills*** | *Control the ball with different parts of your foot and push the ball slightly ahead of you when moving.*  *Send the ball ahead of you whilst dribbling so that you can run with it and use all parts of your feet to control the ball.*  *Finish with the inside of your kicking foot pointing towards your target.*  *Look to see your target before passing and move quickly into a new space after passing.*  *Use the first touch to cushion the ball and take the power out of it.*  *Accelerate out of the change of direction into space.*  *Try to slow down your opponent down by moving slowly backwards in the direction that they are moving.*  *In between matches discuss with your team how to improve for your next match*. |
| ***Evaluating Success*** | I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can communicate with my teammates to apply simple tactics.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can provide feedback using key terminology and understand what I need to do to improve.  I can return to the ready position to defend my own court.  I can sometimes play a continuous game.  I can use a range of basic racket skills.  I share ideas and work with others to manage our game. | ***Evaluating Success*** | I am beginning to use simple tactics.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I understand the benefits of exercise.  I work cooperatively with my group to self-manage games. |
| **Required Resources** | *Cones*  *Tennis balls*  *Stretches for games doc*  *Tennis rackets*  *Hoops*  *Forehand vid*  *Soft foam small balls* | | *Cones*  *Footballs*  *Skipping ropes*  *Bibs* | |
| **Location** | *MUGA/Playground* | | *MUGA/Playground* | |

**PE**



***Year 3 and 4 Athletics***

**Big concept**

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| --- |
| **Key Vocabulary** |
| Stamina  Speed  Pace  Technique  Determination  Perseverance  Officiate  Power  Accuracy  Personal Best  Flight |

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| --- |
| **Key Knowledge** |
| **Running**  Develop an understanding of speed and pace in relation to distance.  Develop power and speed in the sprinting technique.  **Jumping**  Develop technique when jumping for distance.  Explore fluency and technique in the vertical jump.  **Throwing**  Explore power and technique when throwing for distance in a pull throw. |

Always improving and working hard

Being the best you can be.

**Overview and links to NC**

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

Develop running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Skills**

**Gospel Values**

**Teacher Glossary**

Push throw – when the performer pushes the item through the air

Pull throw – when the performer pulls the item through the air

Jump – take off and land on two feet

Hop – take-off on one foot and land on the same foot

Leap – take-off on one foot and land on the other

Changeover – where a baton is passed from one person to another

Key Skills: S.E.T

* Social: Working collaboratively
* Social: Working safely
* Emotional: Perseverance
* Emotional: Determination
* Thinking: Observing and providing feedback
* Thinking: Exploring ideas

Key Skills: Physical

* Pacing
* Sprinting technique
* Jumping for distance
* Jumping for height
* Throw, heave, launch for distance

Attentive and Discerning – working hard tom be the best and always improving

**PE**



***Year 3 and 4 Gymnastics***

|  |
| --- |
| **Key Vocabulary** |
| Matching  Contrasting  Sequence  Direction  Interesting  Flow  Explore  Control  Shape  Create |

|  |
| --- |
| **Key Knowledge** |
| Shapes – develop the range of shapes they use in their sequences  Inverted movements – develop strength in bridge and shoulder stand  Balances – develop control and fluency in individual and partner balances  Rolls – develop the straight, barrel, forward and straddle roll and perform with increased control  Jumps – develop control in performing and landing rotation jumps |

**Big concept**

**Overview and links to NC**

What is more important: difficulty or accuracy?

Key Skills: Physical

Individual point and patch balances

Straight, barrel and forward roll

Straight, tuck and star jump

Rhythmic gymnastics

Key Skills: S.E.T

* Social: Collaboration and communication
* Social: Respect
* Emotional: Confidence
* Thinking: Observing and providing feedback
* Thinking: Selecting and applying actions
* Thinking: Evaluating and improving

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

Develop flexibility, strength, technique, control and balance

**Teacher Glossary**

**Skills**

Shapes – tuck, pike, straddle, dish, arch, star, front support, back support

Action – the skills a gymnast uses in ther sequence

Point balance – a balance on a small body part

Patch balance – a balance on a large body part

Sequence – a number of actions linked together

Body tension – squeezing muscles to help to stay strong when performing actions

**Gospel Values**

Loving and compassionate – children will give kind and constructive feedback

Icon

Description automatically generatedLogo

Description automatically generated

**Key vocabulary:**

Shelter

Evaluate

Durability

Orienteering

Maps

**Forest school knowledge organiser**

**Year 3 /4 (Year A)**

**Skills:**

**Shelters:**

Create a tarpaulin shelter in the woodland area.

Work successfully as a group, having considered and evaluated each member’s contributions.

Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Take part in outdoor challenges on own and in a team.

**Map skills:**

Demonstrate understanding of the concept of a basic map.

Follow rules when completing an orienteering activity.

Navigate your way around a simple orienteering course.

Examples of activities:



A picture containing outdoor, grass, tree, ground

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**Knots:**

To be able to use knots to attach to structures and trees.

With support use lashing and frapping techniques.

Diagram

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**PE**

***Year 3 and 4 Dance***

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| **Key Vocabulary** |
| Space  Action  Levels  Timing  Reaction  Performance  Dynamics  Unison  Represent  Expression |

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| **Key Knowledge** |
| Actions – respond imaginatively to a range of stimuli related to character and narrative  Dynamics – change dynamics confidently within a performance to express changes in character  Space - confidently use changes in level, direction and pathway  Relationships – use action and reaction to represent an idea  Performance – perform complex dances that communicate narrative and character well, performing clearly and fluently |



**Big concept**

**Overview and links to NC**

What is more important: difficulty or accuracy?

**Teacher Glossary**

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

Develop flexibility, strength, technique, control and balance

Taught to perform dances using a range of movement patterns

**Gospel Values**

Counts – a performer uses counts to stay in time with the music and other performers

Action – the movement a dancer does

Level – high, medium or low

Pathway – designs traced in space

Unison – two or more dancers performing the same movement at the same time

Dynamics – how a movement is performed

Action and reaction – one movement has an effect on another movement

Space – the ‘where’ of movement such as levels, directions, pathways, shapes

Canon – performing movements one after the other

Formation – where dancers are in relation to each other

Key Skills: Physical

Using canon, unison, formation, dynamics, pathways, direction

Copying and performing actions

Control

Balance

Technique

Key Skills: S.E.T

* Social: Collaboration and consideration, inclusion and respect
* Emotional: Empathy and Confidence
* Thinking: Observing and providing feedback
* Thinking: Selecting and applying actions

**Skills**

Loving and compassionate – children will give kind and constructive feedback

**PE**

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| **Key Knowledge** |
| Sending and receiving – Developing passing to a teammate using a variety of techniques appropriate to the game.  Attacking – Develop decision making around when to pass and when to shoot.  Defending – Develop defending one on one and know when to win the ball.  Space – Move into space to help their team keep possession and score goals. |



**Overview and links to NC**

Pupils should continue to apply and develop a broader range of skills. They should enjoy communicating, collaborating and competing with each other. Pupils should be taught to use running, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

***Year 3 and 4 Netball***

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| **Key Vocabulary** |
| Footwork  Receiver  Possession  Attack  Pivot  Landing foot  Interception  Defence  Opponent  Rebound  Contact  Opposition  Obstruction  Mark |

**Big concept**

What is more important: attacking or defending?

**Teacher Glossary**

Interception – catching a pass made by an opposing player.

Possession – when a team has the ball they are in possession.

Marking – when a player defends an opponent.

Getting free – when an attacking player moves to lose their defender.

Rebound – is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play.

**Skills**

Key Skills: S.E.T

* Social: Working safely
* Social: Communication
* Social: Collaboration
* Emotional: Honesty and fair play
* Thinking: Perseverance
* Thinking: Planning strategies and using tactics
* Thinking: Observing and providing feedback.

Key Skills: Physical

Passing

Catching

Footwork

Intercepting

Shooting

Dodging

**Gospel Values**

Loving and compassionate – play together as a team and be kind to each other

**PE**

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| **Key Knowledge** |
| Striking – Developing batting technique consistent with the rules of the game.  Fielding – Develop bowling with some consistency, abiding by the rules of the game.  Throwing – Use overarm and underarm throwing with increased consistency in game situations.  Catching – Beginning to catch with one and two hands with some consistency in game situations. |

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Working together to score a rounder.

**Overview and links to NC**

Pupils should continue to apply and develop a broader range of skills. They should enjoy communicating, collaborating and competing with each other. Pupils should be taught to use running, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

***Year 3 and 4 Rounders***

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| **Key Vocabulary** |
| Strike  Rounder  Backstop  Fielding  Batting  Post  Bowl  Stance  Retrieve  Two-handed pick up  Technique  Stumped  Short Barrier |

**Big concept**

**Skills**

**Teacher Glossary**

Key Skills: S.E.T

* Social: Respect
* Social: Communication and collaboration
* Social: Supporting and encouraging others
* Emotional: Honesty and fair play
* Emotional: Confident to take risks
* Emotional: Managing emotions
* Thinking: Observing and providing feedback
* Thinking: Using tactics
* Thinking: Decision making

Key Skills: Physical

Underarm and overarm throwing

Catching

Tracking a ball

Fielding and retrieving a ball

Batting

Fielder: A player on the fielding team, especially one other than the bowler or backstop.

Batter: A player in the batting team.

Rounder: The unit of scoring.

Bowler: The player who starts the game by bowling to the batter.

Backstop: The player on the fielding side who stands behind the live batter.

Bowler: The player who starts the game by bowling to the batter.

Backstop: The player on the fielding side who stands behind the live batter.

Bowler: The player who starts the game by bowling to the batter.

Backstop: The player on the fielding side who stands behind the live batter.

**Gospel Values**

Loving and compassionate – play together as a team and be kind to each other

**PE**

**Key Knowledge**

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| **Key Knowledge** |
| **Agility**  Show balance when changing direction at speed.  **Balance**  Show control whilst completing activities which challenge balance.  **Coordination**  Explore increased speed when coordinating their bodies.  Speed  Demonstrate improved sprinting technique  **Strength**  Identify activities which help to strengthen different muscle groups.  **Stamina**  Demonstrate using their breath to maintain their work rate. |

***Year 3 and 4 Fitness***

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| **Key Vocabulary** |
| Agility  Coordination  Technique  Muscle  Stamina  Balance  Pace  Control  Strength  Progress  Speed |

**Big concept**

Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.

Pupils should be taught to develop flexibility, strength, technique, control and balance.

Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

How can we become a healthier version of ourselves?

**Overview and links to NC**

**Skills**

**Gospel Values**

**Teacher Glossary**

Agility – the ability to change direction quickly and easily

Balance – the ability to stay upright or stay in control of body movement

Co-ordination – the ability to move two or more body parts at the same time, under control, smoothly and efficiently

Stamina – the ability to move for sustained periods of time

Power – speed and strength combined

Hopeful – be hopeful and determined that you will beat your previous score

Key Skills: S.E.T

* Social: Supporting others
* Social: Working safely
* Emotional: Perseverance
* Emotional: Determination
* Thinking: Identifying areas of strength and areas for development

Key Skills: Physical

* Strength
* Speed
* Power
* Agility
* Coordination
* Balance
* Stamina

Icon

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**Forest school knowledge organiser**

**Year 3 /4 (Year B)**

**Key vocabulary:**

Shelter

Evaluate

Durability

Orienteering

Maps

Diagram

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Description automatically generatedA picture containing outdoor, ground, tree, plant

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**Skills:**

**Shelters:**

Design and build varying sized shelters using tarpaulin and materials found in the woodland.

Work successfully as a group, having considered and evaluated each members’ contributions.

Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Co-operate and communicate clearly in team games.

**Map skills:**

Recognise features and symbols on the map.

Understand how to orientate the map.

Record information accurately.

Follow rules when completing an orienteering activity.

Examples of activities:

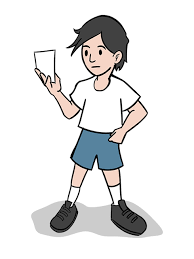
**Knots:**

To be able to use knots to attach to structures and trees.

**Knot type: Reef knot Diagram

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**PE**

**Key Knowledge**

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| **Key Knowledge** |
| **Problem solving**  Plan independently and in small groups, implementing a strategy with increased success.  **Navigational skills**  Identify key symbols on a map and use a key to help navigate around a grid.  **Communication**  Confidently communicate ideas and listen to others.  **Reflection**  With increased accuracy, critically reflect on when and why they were successful at solving challenges. |

***Year 3 and 4 Outdoor and Adventurous***

|  |
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| **Key Vocabulary** |
| Navigate  Grid  Plan  Rules  Route  Discuss  Trust  Collaborate  Symbol  Orientate  Inclusive  Effectively |

**Big concept**

How do we feel when exercising outdoors?

**Overview and links to NC**

Pupils should enjoy communicating, collaborating and competing with each other. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

**Skills**

**Teacher Glossary**

Key Skills: S.E.T

* Social: Communication
* Social: Teamwork
* Social: Trust
* Social: Inclusion
* Social: Listening Emotional: Confidence
* Thinking: Planning
* Thinking: Map reading
* Thinking: Decision making
* Thinking: Problem solving

Key Skills: Physical

* Balance
* Running

Orientate - To find your location in relation to a map.

Control - Is what the pupils are looking for and are referenced on a map.

Course - The route chosen for the controls which need to be visited in order.

Symbol - A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain

**Gospel Values**

Intentional – try your best and work as a team.

**PE**

***Year 3 and 4 Tennis***



**Key Knowledge**

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| **Key Knowledge** |
| **Shots**  Demonstrate increased technique when using shots both cooperatively and competitively.  **Serving**  Develop technique in serving underarm with increased consistency.  **Rallying**  Develop rallying using both forehand and backhand with increased technique.  **Footwork**  Begin to use appropriate footwork patterns to move around the court. |

|  |
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| **Key Vocabulary** |
| Ready position  Return  Serve  Rally  Control  Opponent  Forehand  Backhand |

**Big concept**

How do you best attack and defend?

**Overview and links to NC**

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. Pupils should be taught to 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.

**Skills**

Key Skills: S.E.T

* Social: Collaboration
* Social: Respect
* Social: Supporting others
* Emotional: Honesty
* Emotional: Perseverance
* Thinking: Decision making
* Thinking: Understanding rules
* Thinking: Selecting and applying skills and tactics

Key Skills: Physical

* Underarm throwing
* Catching
* Forehand
* Backhand
* Ready position

**Teacher Glossary**

Forehand - A stroke where the player hits the ball with their palm facing forward.

Backhand - A stroke where the player hits the ball with a swing that comes across their body. Ace - A serve that is a winner without the receiving player able to return the ball.

Baseline - The line indicating the back of the court.

Face - The top part of the racket that has the strings and is meant to hit the ball.

Active – be active in your approach to improving your skill set

**Gospel Values**

**PE**



***Year 3 and 4 Football***

|  |
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| **Key Knowledge** |
| Sending and receiving – Develop passing to a teammate using a variety of techniques appropriate to the game  Dribbling – Develop control whilst dribbling under pressure  Attacking – Develop decision making around when to pass and when to shoot  Defending – Develop defending one on one and know when to win the ball  Space – Move into space to help their team keep possession and score a goal |

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| **Key Vocabulary** |
| Dribbling  Goal keeper  Defender  Control  Outside  Goal keeper  Attacker  Inside  Possession  Opponent  Communicate  Tackle  Opposition  Tracking  Available |

**Big concept**

Is it more important to have strong defenders or strong strikers?

**Overview and links to NC**

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 be taught to use running, jumping, throwing and catching in isolation and in combination

Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**Skills**

**Gospel Values**

**Teacher Glossary**

Key Skills: S.E.T

* Social: Communication, Collaboration and Cooperation
* Emotional: Honesty and Perseverance
* Thinking: Selecting and applying tactics
* Thinking: Decision making

Key Skills: Physical

* Dribbling
* Passing
* Ball control
* Tracking
* Turning
* Receiving

Interception – intercepting a pass made by an opposing player

Possession – when a team has the ball, they are in possession

Marking – when a player defends an opponent

Getting free – when an attacking player moves to lose their defender

Foul – an act by a player that breaks the rules of the game

Throw in -A throw in is award when the whole of the ball passes over the side lines.

Loving and compassionate – play together as a team and be kind to each other

Year 5/6 A

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|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Athletics/Sports practise (S1)** | | **Dance/Yoga (A1)** | |
| **Suggested Content** | ***Developing Skills*** | *To recap on the rules of dodgeball and apply them to a game.*  *To develop throwing at a moving target.*  *To use jumps, dodges and ducks to avoid being hit.*  *To develop catching to get an opponent out.*  *To learn to block using a dodgeball.*  *To select and apply tactics in the game.*  *To develop officiating skills and referee a dodgeball game.*  *To apply skills, rules and tactics to a dodgeball tournament.* |  | *To create a dance using a random structure and perform the actions showing quality and control.*  *To understand how changing the dynamics of an action changes the appearance of the performance.*  *To understand and use relationships and space to change how a performance looks.*  *To work with a group to create poses and link them together using transitions.*  *To use choreographing devices when working as a group.*  *To copy and repeat movements in the style of Rock ‘n’ Roll.*  *To work with a partner to copy and repeat actions and keeping in time with the music.*  *To work collaboratively with a group to create a dance in the style of Rock ’n’ Roll.* |
| ***Applying and Linking Skills*** | *A player is out if hit or their ball is caught.*  *Aim for the oppositions’ feet and make your hand point towards the target after you throw.*  *Bend your knees so you are ready to move and keep your head up to sight the ball.*  *Get your body behind the ball to help you to catch and watch the ball as it comes towards you.*  *Hold the ball firmly with two hands and keep a tight grip on the ball.*  *Consider what worked well for your team and use this more often.*  *Be loud, clear and confident and stay focused and watch the game.*  *Play fairly, abiding by the rules.* |  | *Consider the quality of performance of each action.*  *Consider how each action is performed when changing the dynamic.*  *Use changes in level, direction and pathway and use relationships changes in formation, timing, matching and mirroring, and moving either apart or in contact with your partner.*  *Consider actions that flow smoothly from one to the other.*  *Use canon, unison and formations in your choreography to make your dance look good.*  *Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll.*  *Use bouncy, lively and quick dynamics in your performance.*  *Use different levels and formations in your dance to make it look interesting.* |
| ***Evaluating Success*** | I am developing a wider range of skills and I am beginning to use these under some pressure.  I can identify how different activities can benefit my physical health.  I can identify when I was successful and what I need to do to improve.  I can throw accurately at a target.  I can use feedback provided to improve my work.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use these. |  | I can accurately copy and repeat set choreography.  I can choreograph phrases individually and with others considering actions and dynamics.  I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.  I can identify how different activities can benefit my physical health.  I can lead a group through short warm-up routines.  I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.  I can suggest ways to improve my own and other people’s work using key terminology.  I can use counts when choreographing to stay in time with others and the music.  I can use feedback provided to improve my work. |
| **Required Resources** | *Cones*  *Long jump vid*  *Triple jump vid*  *Shot put vid + doc*  *Light shot puts*  *Foam javelin*  *Carousel stations doc*  *Record sheet doc*  *Stop watch*  *Stretches for Athletics doc*  *Sprinting coaching card doc*  *Down sweep/upsweep vids*  *Relay batons*  *Tape measure* | | *Warm up – x5 audio*  *Dance by chance doc + vid*  *Pencils*  *Dance by chance audio*  *Books*  *Snapshot audio*  *Rock n roll audio and vids* | |
| **Location** | *Playground/Field* | | *Hall* | |

Year 5/6 A

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|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Gymnastics + equipment (Sp2)** | | **Forest Schools/ Outdoor Adventurous Activity (Sp1)** | |
| **Suggested Content** | ***Developing Skills*** | *To be able to perform symmetrical and asymmetrical balances.*  *To develop the straight, forward, straddle and backward roll.*  *To develop the straight, barrel, forward, straddle and backward roll.*  *To be able to explore different methods of travelling, linking actions in both canon and synchronisation.*  *To be able to perform progressions of inverted movements.*  *To be able to perform progressions of a handstand.*  *To explore matching and mirroring using actions both on the floor and on apparatus.* | ***Developing Skills*** | *To build communication and trust whilst showing an awareness of safety.*  *To work as a team to solve problems. To suggest ideas and listen to others.*  *To develop cooperation and teamwork skills.*  *To develop tactical planning and problem solving.*  *To share ideas and work as a team to solve problems.*  *To develop trust in others. To be able to listen to others and follow instructions.*  *To develop navigational skills and map reading.*  *To be able to use a key to identify objects and locations.*  *Create a tipi shelter with camouflage.*  *Work successfully as a group, having considered and evaluated each member’s contributions.*  *Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.*  *To be able to use a range of knots and select the correct knot for the job: clove hitch knot.*  *Plan a short loop course for another pair to follow.*  *Use the eight points of a compass and four figure grid references.*  *Complete the orienteering course in the fastest time possible competing against others. Re-enforce rules and boundaries of the woodland area.*  *Work effectively independently and as a team.*  *Work in a team during games and scavenger hunts.* |
| ***Applying and Linking Skills*** | *Use strong body tension to keep your balances stable.*  *Use momentum to help you roll.*  *Maintain strong body tension throughout the rolls to keep a quality in your shape.*  *Canon - moving one after the other and synchronisation - moving at the same time.*  *Use body tension to improve the control and quality of your movements.*  *Keep strong body tension throughout.*  *Keep the same timing as your partner to mirror or match them.* | ***Applying and Linking Skills*** | *Listen carefully to the safety instructions of an activity and share ideas and listen to other people in your group.*  *Reflect on what your team did well and what you need to do to improve.*  *Explore different ideas before deciding on the best solution.*  *Listen carefully to the rules.*  *Trial ideas before deciding on the most successful solution.*  *Consider and learn from solutions tried out by other teams.*  *Turn the map to orientate yourself as you navigate around.*  *Work as a team, sharing ideas and supporting each other.* |
| ***Evaluating Success*** | I can lead a partner through short warm-up routines.  I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.  I can use feedback provided to improve my work.  I can use set criteria to make simple judgments about performances and suggest ways they could be improved.  I can use strength and flexibility to improve the quality of a performance.  I can work safely when learning a new skill to keep myself and others safe. | ***Evaluating Success*** | I am inclusive of others and can share job roles.  I can navigate around a course using a map.  I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve.  I can use critical thinking to approach a task.  I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. |
| **Required Resources** | *Mats*  *Asymmetrical balances doc*  *Basic shapes doc*  *Partner balances doc*  *Safety in balances doc*  *Symmetrical balances doc*  *Straight roll vid*  *Straddle roll vid*  *Forward roll to sit/stand vids*  *Taking weight on hands dox* | | *Blindfolds*  *Skipping ropes*  *Long skipping ropes*  *Bibs*  *Hockey sticks*  *Basketball*  *Benches*  *Tennis balls*  *Maps doc L7 x6*  *Cones*  *Beanbags*  *Hoops*  *Playground ball*  *Quoits*  *Relay batons*  *Doc L8 x6* | |
| **Location** | *Hall* | | *Field/Playground* | |

*Backward roll*

*Agility table*

*Benches*

*Hoops*

*Barrel roll vid*

*Stretches for gym doc*

*Bridge doc + vid*

*Shoulder stand doc + vid*

*Cartwheel vid*

*Handstand vid*

Year 5/6 A

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|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Dodgeball (N+W)/Tchoukball (I) (S2)** | | **Cricket (S+F)/ Hockey (I) (A2)** | |
| **Suggested Content** | ***Developing Skills*** | *To recap on the rules of dodgeball and apply them to a game.*  *To develop throwing at a moving target.*  *To use jumps, dodges and ducks to avoid being hit.*  *To develop catching to get an opponent out.*  *To learn to block using a dodgeball.*  *To select and apply tactics in the game.*  *To develop officiating skills and referee a dodgeball game.*  *To apply skills, rules and tactics to a dodgeball tournament.* | ***Developing Skills*** | *To develop throwing accuracy and catching skills.*  *To develop underarm bowling accuracy.*  *To develop batting accuracy and directional batting.*  *To develop catching skills (close/deep catching and wicket keeping).*  *To develop overarm bowling technique and accuracy.*  *To be able to use defensive and driving hitting techniques.*  *To develop a variety of fielding techniques and to use them within a game.*  *To develop long and short barriers and apply them to a game situation.*  *To develop dribbling with control.*  *To develop dribbling to beat a defender.*  *To develop sending the ball using a push pass.*  *To develop receiving the ball with control.*  *To be able to move into space to support a teammate.*  *To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.*  *To use space effectively in game situations.*  *To apply the rules and skills you have learnt to play in a hockey tournament.* |
| ***Applying and Linking Skills*** | *A player is out if hit or their ball is caught.*  *Aim for the oppositions’ feet and make your hand point towards the target after you throw.*  *Bend your knees so you are ready to move and keep your head up to sight the ball.*  *Get your body behind the ball to help you to catch and watch the ball as it comes towards you.*  *Hold the ball firmly with two hands and keep a tight grip on the ball.*  *Consider what worked well for your team and use this more often.*  *Be loud, clear and confident and stay focused and watch the game.*  *Play fairly, abiding by the rules.* |  | *Bring the ball into your body when catching to cushion the ball.*  *Finish your hand where you want the ball to go.*  *Grip the bat with the dominant hand at the bottom and keep your elbow high.*  *Bring the ball into your body when catching to cushion the ball.*  *Draw a number six with the ball when preparing to bowl.*  *Do not follow through on a defensive shot.*  *Use a two handed pick up when the ball is coming towards you.*  *Track the ball to ensure you are in line with it.*  *Only use one side of the stick and turn your stick using your top hand.*  *Change direction to move around the defender.*  *Keep your stick lower than waist height.*  *Keep the stick low to the ground to create a barrier to stop the ball.*  *Move into space towards your goal.*  *To jab move the stick quickly in and out like a snake strike.*  *Move into one of the three channels on the pitch to balance the space used by your team.*  *Be honest and play by the rules.* |
| ***Evaluating Success*** | I am developing a wider range of skills and I am beginning to use these under some pressure.  I can identify how different activities can benefit my physical health.  I can identify when I was successful and what I need to do to improve.  I can throw accurately at a target.  I can use feedback provided to improve my work.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use these. |  | I am developing a wider range of fielding skills and I am beginning to use these under some pressure.  I can identify how different activities can benefit my physical health.  I can identify when I was successful and what I need to do to improve.  I can strike a bowled ball with increasing consistency.  I can use feedback provided to improve my work.  I can work collaboratively with others to score runs.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use this.  I can dribble, pass, receive and shoot the ball with increasing control. under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use feedback provided to improve the quality of my work.  I can use marking, tackling and/or interception to improve my defence.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities.  *Cones*  *Hockey sticks*  *Tennis balls*  *Stretches for games doc*  *Bibs*  *Score sheet doc*  *Hockey rules doc* |
| **Required Resources** | *Cones*  *Dodgeballs*  *Benches*  *Dodgeball rules doc*  *Score sheet doc* | | *Cones*  *Cricket wickets*  *Tennis balls*  *Hoops*  *Cricket bats*  *Overarm bowling doc*  *Cricket fielding tech doc* | |
| **Location** | *Hall* | | *Field* | |

Year 5/6 B

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|  | **Autumn Term** | | | |
|  | **Autumn 1** | | **Autumn 2** | |
| **Overview** | **Fitness/Sports practise (S1)** | | **Dance/Yoga (A1)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop an awareness of what your body is capable of. To test and record baseline fitness scores.*  *To develop sprinting technique and speed.*  *To develop strength using my own body weight.*  *To develop coordination through skipping.*  *To perform actions that develop agility.*  *To complete actions to develop stamina.*  *To develop control whilst balancing.*  *To re-test fitness and identify areas of improvement.* |  | *To copy and repeat a set dance phrase showing confidence in movements.*  *To work collaboratively with a partner to explore and develop the dance idea.*  *To use changes in level and speed when choreographing.*  *To copy and create actions using a prop as a dance stimulus.*  *To use choreographing devices to improve how the performance looks.*  *To select actions and dynamics to convey different characters.*  *To choreograph a dance that shows contrasting characters.*  *To communicate a story through dance.* |
| ***Applying and Linking Skills*** | *Try your best at each station and encourage others.*  *Move your hands from pocket to mouth and run on the balls of your feet.*  *Complete the exercises slowly and with control and maintain a steady breath.*  *Turn the rope then jump.*  *Turn your hips to face the direction you are running.*  *Work for the whole time period without stopping.*  *Focus on something stationary.*  *Compete against your own score to achieve your personal best..* |  | *Use loud confident actions to create the music in your performance.*  *Use counts of 8 to help you stay in time with each other*  *Use strong, confident actions.*  *Consider dynamics and facial expressions.*  *Move in time with your group and the music and use canon and unison.*  *Show clear changes in dynamics to portray the different characters.*  *Consider using a variation in level, direction, canon and unison to impact on the performance.*  *Use changes in formation and timing to represent characters that are working together.* |
| ***Evaluating Success*** | I can change my running technique to adapt to different distances.  I can collect, record and analyse data to identify areas where I have made the most improvement.  I can work with others to organise, manage and record information at a station.  I encourage and motivate others to work to their best.  I understand that there are different areas of fitness and how this helps me in different activities.  I understand the different components of fitness and ways to test and develop them.  I work to my maximum consistently when presented with challenges. |  | I can choreograph a dance and work safely using a prop.  I can lead a small group through a short warm-up routine.  I can perform dances confidently and fluently with accuracy and good timing.  I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.  I can use appropriate language to evaluate and refine my own and others’ work.  I can use feedback provided to improve the quality of my work.  I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. |
| **Required Resources** | *Cones*  *Long skipping ropes*  *Benches*  *Balance dome*  *Base stations*  *Beanbags*  *Playground ball*  *Pencils*  *Skipping ropes*  *Stop watch*  *Fitness record doc*  *Station cards doc*  *Bibs* | | *Stamp clap phrases doc + vid*  *Warm up beats*  *chairs*  *Waiting for.. vids + audio*  *Warm up sunrise*  *Warm up carnival*  *Warm up street*  *Anti-bullying audio + vid* | |
| **Location** | *Playground/Hall* | | *Hall* | |

Year 5/6 B

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|  | **Spring Term** | | | |
|  | **Spring 1** | | **Spring 2** | |
| **Overview** | **Gymnastics + equipment (Sp2)** | | **Forest Schools/ Outdoor and Adventurous Activity (Sp1)** | |
| **Suggested Content** | ***Developing Skills*** | *To be able to develop the straddle, forward and backward roll.*  *To develop counter balance and counter tension.*  *To be able to link partner balances into a sequence.*  *To be able to perform inverted movements with control.*  *To be able to perform the progressions of a headstand and a cartwheel.*  *To be able to use flight from hands to travel over apparatus.*  *To develop group balances and sequence work.*  *To be able to create a group sequence using formations and apparatus.* | ***Developing Skills*** | *To build communication and trust whilst showing an awareness of safety.*  *To work as a team to solve problems. To suggest ideas and listen to others.*  *To develop cooperation and teamwork skills.*  *To develop tactical planning and problem solving.*  *To share ideas and work as a team to solve problems.*  *To develop trust in others. To be able to listen to others and follow instructions.*  *To develop navigational skills and map reading.*  *To be able to use a key to identify objects and locations.*  Shelter building challenge- working in teams the children plan, build and review their shelters.  Work successfully as a group, having considered and evaluated each members’ contributions.    Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.  To be able to use a range of knots and select the correct knot for a job.  Further develop navigational skills by planning ahead, identifying problems and making decisions.  Combine map reading and compass skills.  Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around an orienteering course. Re-enforce rules and boundaries of the woodland area.    Work effectively independently and as a team.    Work in a team during games and scavenger hunts. |
| ***Applying and Linking Skills*** | *Use momentum to help you to roll.*  *Use body tension to create clear shapes and stable balances.*  *Use actions that flow into and out of the balance.*  *Squeeze your core muscles for strong body tension and stability.*  *Use body tension and a good base of support to help you control your inverted movements.*  *Place your hands on the apparatus first, then your feet.*  *Communicate with your group how to safely enter and exit the balance.*  *Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.* | ***Applying and Linking Skills*** | *Listen carefully to the safety instructions of an activity and share ideas and listen to other people in your group.*  *Reflect on what your team did well and what you need to do to improve.*  *Explore different ideas before deciding on the best solution.*  *Listen carefully to the rules.*  *Trial ideas before deciding on the most successful solution.*  *Consider and learn from solutions tried out by other teams.*  *Turn the map to orientate yourself as you navigate around.*  *Work as a team, sharing ideas and supporting each other.* |
| ***Evaluating Success*** | I can combine and perform gymnastic actions, shapes and balances with control and fluency.  I can create and perform sequences using compositional devices to improve the quality.  I can lead a small group through a short warm-up routine.  I can use appropriate language to evaluate and refine my own and others’ work.  I can use feedback provided to improve the quality of my work.  I can work collaboratively with others to create a sequence.  I understand how to work safely when learning a new skill.  I understand that there are different areas of fitness and how this helps me in different activities.  I understand what counter balance and counter tension is and can show examples with a partner. | ***Evaluating Success*** | I am inclusive of others, can share job roles and lead when necessary.  I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem.  I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.  I can use critical thinking skills to form ideas and strategies to solve challenges.  I can work effectively with a partner and a group to solve challenges. |
| **Required Resources** | *Mats*  *Handstand doc + vid*  *Cartwheel vid*  *Headstand doc + vid*  *Agility table*  *Benches*  *Through vault vid*  *Group balances docs*  *Apparatus set up doc*  *Rolls vids x 5*  *Basic shapes doc*  *Forward roll progressions doc*  *Counter balance doc*  *Counter tension doc*  *Stretches for gym doc*  *Bridge doc + vid*  *Shoulder stand doc + vid* | | *Blindfolds*  *Cones*  *Beanbags*  *Hoops*  *Playground ball*  *Quoits*  *Relay batons*  *Doc L8 x6* | |
| **Location** | *Hall* | | *Playground/Field* | |

Year 5/6 B

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|  | **Summer Term** | | | |
|  | **Summer 1** | | **Summer 2** | |
| **Overview** | **Tennis (N+W)/Cricket (S+F) (A2)** | | **Basketball (I)/Tag Rugby (I)** | |
| **Suggested Content** | ***Developing Skills*** | *To develop the forehand groundstroke.*  *To develop returning the ball using a backhand groundstroke.*  *To use a split step to react quickly to the ball and keep a continuous rally going.*  *To develop the volley and understand when to use it.*  *To develop the volley and use it in a game situation.*  *To develop accuracy of the underarm serve. To learn to use the official scoring system.*  *To work cooperatively with a partner and employ tactics to outwit an opponent.*  *To show respect, honesty and fair play when competing against an opponent.* | ***Developing Skills*** | *To be able to dribble the ball abiding by the double dribble and travelling rules.*  *To develop protective dribbling against an opponent.*  *To use a variety of passes in a game situation.*  *To be able to move into a space to support a teammate.*  *To be able to choose when to pass and when to dribble.*  *To be able to track an opponent and use defensive techniques to win the ball.*  *To be able to perform a set shot and a jump shot.*  *To be able to apply the rules and tactics you have learnt to play in a basketball tournament.*  *To develop attacking principles, understanding when to run and when to pass.*  *To develop throwing and catching with control.*  *To be able to use the ‘forward pass’ and 'offside' rules.*  *To be able to play games using tagging rules.*  *To develop dodging skills to lose a defender.*  *To develop drawing defence and understanding when to pass.*  *To be able to work as a defending unit to prevent attackers from scoring.*  *To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.* |
| ***Applying and Linking Skills*** | *Hit the ball in the centre of the racket.*  *Make contact with the ball when your racket face is facing your target.*  *Jump and land with two feet so that you can push off in either direction.*  *Hit the ball in front with no swing, use a punchy action.*  *Only throw the ball to head height and use a straight arm to throw.*  *Work together to cover space on your court.*  *Agree the score after each point and shake your opponent’s hand at the end of each game.* | ***Applying and Linking Skills*** | *Use soft hands and wide fingers to control the ball.*  *Put your non-dribbling arm out to protect the ball from your opponent and turn your body to create a barrier between the defender and the ball.*  *Consider where the defender is and what type of pass would be harder for them to intercept.*  *Use a change of pace and a change of direction to lose your opponent.*  *Pass if you can get the ball closer to goal.*  *Bend your knees so that you can change direction at speed.*  *Eyes look at the target and follow through with your hand.*  *Use the rules to play fairly and help the game to flow.*  *Look for space between the defence to move through.*  *Hold the ball on the long sides with two hands and use straight arms to pass the ball.*  *To receive a pass from a teammate you must be behind or to the side of them.*  *Do not block or protect your tags.*  *Change direction or speed to lose a defender.*  *Pass if the defender comes towards you.*  *Track the attacker to stop them running forwards.*  *Once you have been tagged you have three seconds to pass the ball.* |
| ***Evaluating Success*** | I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities. | ***Evaluating Success*** | I can communicate with my team and move into space to keep possession and score.  I can dribble, pass, receive and shoot the ball with some control under pressure.  I can identify how different activities can benefit my physical health.  I can identify when I was successful and what I need to do to improve.  I can often make the correct decision of who to pass to and when.  I can use feedback provided to improve my work.  I can use tracking and intercepting when playing in defence.  I know what position I am playing in and how to contribute when attacking and defending.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to apply this.  I can create and use space to help my team.  I can pass and receive the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can tag opponents individually and when working within a unit.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities. |
| **Required Resources** | *Cones*  *Base stations*  *Underarm serve vid*  *Tennis balls*  *Tennis rackets*  *Forehand vid*  *Backhand vid*  *Stretches for games doc*  Backhand/forehand volley vids | | *Cones*  *Score sheet doc*  *Cones*  *Bibs*  *Rugby balls*  *Stretches for games doc*  *TAG rugby belts*  *TAG rugby rules*  *Score sheet docs*  *Basketballs*  *Bibs*  *Refereeing card doc*  *Stretches for games*  *Hoops*  *Basketball/netball posts* | |
| **Location** | *MUGA/Playground* | | *MUGA/Playground* | |

**PE**

***Year 5 and 6 Athletics***

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| **Key Vocabulary** |
| Technique  Control  Force  Continuous Pace  Trajectory  Stride  Momentum  Officiate  Flight  Compete  Rotation  Transfer of Weight |



**Big concept**

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| **Key Knowledge** |
| Running – Demonstrate understanding of pace and use it to develop their own and others sprinting technique  Running – Hurdle with greater control and coordination  Jumping – Develop take off position when jumping for height  Jumping – Develop power, control and technique in the triple jump  Throwing – Develop power, control and technique when throwing discus and javelin |

How can we refine our technique over time?

**Overview and links to NC**

Enjoy communicating, collaborating and competing with each other

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Develop running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Compare their performance with previous ones and demonstrate improvement to achieve their personal best

Lead leg – refers to the leg that clears the hurdle first

Trail leg – refers to the leg that clears the hurdle second

Changeover – where a baton is passed from one person to another

Flight – the time the performer spends in the air in jumping events

Hope – take-off on one foot and land on the same foot

Leap – take-off on one foot and land on the other. Also known as a step in triple jump

Jump – take off and land on two feet

Push throw – when the performer pushes the item through the air

**Teacher Glossary**

Key Skills: Physical

Pacing

Sprinting

Running over obstacles – hurdles

Jumping for distance – triple jump

Jumping for height – high jump

Fling throwing for distance – discus

Push throwing for distance – shot put

Key Skills: S.E.T

Social – Negotiating and collaborating with others

Emotional – Perseverance and determination

Thinking – Observing and providing feedback

**Skills**

Active – be active in your approach to improving your skill set

**Gospel Values**

**PE**

***Year 5 and 6 Dance***

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| **Key Vocabulary** |
| Levels  Actions  Formation  Timing  Phrase  Performance  Expression  Unison  Posture  Dynamics  Choreograph  Contrast |

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| **Key Knowledge** |
| Actions – show controlled movements which express emotion and feeling  Dynamics – explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group  Space and relationships- use a variety of basic compositional principles when creating their own dances  Performance – demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance |

**Big concept**



How can you express yourself through dance?

**Overview and links to NC**

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

Develop flexibility, strength, technique, control and balance

Taught to perform dances using a range of movement patterns

**Gospel Values**

**Teacher Glossary**

Counts – a performer uses counts to stay in time with the music and other performers

Action – the movement a dancer does

Level – high, medium or low

Pathway – designs traced in space

Unison – two or more dancers performing the same movement at the same time

Dynamics – how a movement is performed

Action and reaction – one movement has an effect on another movement

Space – the ‘where’ of movement such as levels, directions, pathways, shapes

Canon – performing movements one after the other

Formation – where dancers are in relation to each other

Structure- the way a dance is ordered

Phrase - a short sequence of linked movements

Loving and compassionate – children will give kind and constructive feedback

Key Skills: Physical

Performing a variety of dance actions

Using canon, unison, formation, dynamics, character, emotion, transitions, matching and mirroring

Key Skills: S.E.T

* Social: Sharing ideas, inclusion, respect, leadership and supporting others
* Emotional: Empathy and Confidence
* Thinking: Observing and providing feedback
* Thinking: Using feedback to improve

**Skills**

**PE**

***Year 5 and 6 Gymnastics***

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| **Key Vocabulary** |
| Momentum  Counter Balance  Aesthetics  Formation  Synchronisation  Stability  Inverted  Progression  Counter tension |



**Big concept**

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| **Key Knowledge** |
| Shapes – combine and perform gymnastic shapes more fluently and effectively  Inverted movements – develop control in progressions of a cartwheel  Balances – explore counter balances and counter tension balances  Rolls – develop fluency and consistency in the straddle, forward and backward roll  Jumps – combine and perform a range of gymnastic jumps more fluently and effectively |

**Overview and links to NC**

What is more important: difficulty or accuracy?

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

Develop flexibility, strength, technique, control and balance

**Teacher Glossary**

Counter balance – a balance where a person uses another person’s weight to stay balanced by pushing against them

Counter tension – a balance where a person uses another person’s weight to stay balanced by pulling away from them

Pathway – designs traced in space

Inverted movement – an action where the hips go above the head such as a shoulder stand, bridge or cartwheel

Canon – when performers complete the same physical action one after the other

Synchronisation – when performers complete the same physical action at the same time

Formation -where you are in the space in relation to others

**Skills**

Key Skills: Physical

Straddle, forward and backward roll

Counter balance

Counter tension

Bridge

Shoulder stand

Handstand

Cartwheel

Vault

Key Skills: S.E.T

* Social: Collaboration and communication
* Social: Respect
* Emotional: Confidence
* Thinking: Observing and providing feedback
* Thinking: Selecting and applying actions
* Thinking: Evaluating and improving

Loving and compassionate – children will give kind and constructive feedback

**Gospel Values**

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**Forest school knowledge organiser**

**Year 5/ 6 (Year A)**

A picture containing calendar

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**Skills:**

**Shelters:**

Create a tipi shelter with camouflage.

Work successfully as a group, having considered and evaluated each members’ contributions.

Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Work effectively independently and as a team.

Work in a team during games and scavenger hunts.

**Map skills:**

Plan a short loop course for another pair to follow.

Use the eight points of a compass and four figure grid references.

Complete the orienteering course in the fastest time possible competing against others.

Examples of activities:

**Knots:**

To be able to use a range of knots and select the correct knot for a job.

**Knot type:**

**Clove hitch knot**

**Key vocabulary:**

Tipi shelter

Fit for purpose

Compass

Four figure grid references

Orienteering

**PE**

***Year 5 and 6 Dodgeball***

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| **Key Vocabulary** |
| Pressure  Tactics  Opponent  Officiate  Referee  Fair play  Consistently  Outwit  Sportsmanship  Support  Tournament  Cooperatively |

**Big concept**

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| **Key Knowledge** |
| **Throwing**  Consistently make good decisions on who and when to throw at in order to get opponents out.  **Catching**  Make quick decisions on when to catch and when to dodge.  **Striking**  Successfully select and apply a wider range of striking techniques appropriate to the situation. |



What is more important: difficulty or accuracy?

**Overview and links to NC**

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. 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.

**Teacher Glossary**

Active – be active in your approach so you remain in the game.

**Gospel Values**

**Skills**

Live Ball - A “LIVE” ball is one that has not bounced or hit a wall/ceiling.

End Zone - The areas at the back of the court where players must stand at the start of a game. Target - Any 'live ' player on the opposing team. Dead Zone - The area that runs through the centre of the court. Only a players hands are allowed in the dead zone

Key Skills: Physical

Throwing

Catching

Dodging

Blocking

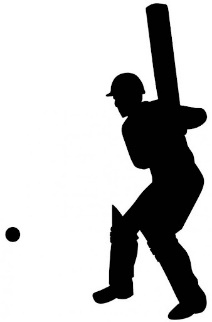
Key Skills: S.E.T

* Social: Collaboration
* Social: Respect
* Social: Leadership
* Emotional: Honesty
* Emotional: Determination
* Emotional: Confidence
* Thinking: Decision making
* Thinking: Selecting and applying tactics

**PE**

***Year 5 and 6 Cricket***

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| **Key Vocabulary** |
| Strike  Support  Wicket  Wicket keeper  Fielding  Batting  Tracking  Retrieve  Defensive hit  Drive hit  Continuous  Consistently  Obstruction |



**Big concept**

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| **Key Knowledge** |
| **Striking**  Strike a bowled ball with increasing accuracy and consistency.  **Fielding**  Consistently select and apply the appropriate fielding action for the situation.  **Throwing**  Consistently make good decisions on who and when to pass to in order to get batters out.  **Catching**  Consistently demonstrate good technique in catching skills under pressure. |

How can you work effectively as a team?

**Overview and links to NC**

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. Pupils should be taught to 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.

**Gospel Values**

Loving and compassionate – play together as a team and be kind to each other

**Skills**

**Teacher Glossary**

Key Skills: S.E.T

* Social: Collaboration and communication
* Social: Respect Emotional: Honesty
* Thinking: Observing and providing feedback
* Thinking: Selecting and applying strategies

Key Skills: Physical

Underarm and overarm throwing

Catching

Over and underarm bowling Long and short barrier Batting

Fielder - A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

Fielding Batter - A player on the batting team. Runs - The unit of scoring.

Bowler - The player who starts the game by bowling to the batter.

Wicket Keeper - The player on the fielding side who stands behind the wicket. Innings - One player ' s or one team ' s turn to bat (or bowl).

An over - The delivery of six consecutive legal balls by one bowler. Crease - The lines in front of the wickets that mark positions for the bowler and batter.

**PE**

***Year 5 and 6 Fitness***

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| **Key Vocabulary** |
| Agility  Balance Technique  Strength  Control  Stamina  Drive  Power  Continuous  Record  Analyse  Flexibility  Measure |



**Big concept**

**Overview and links to NC**

How can we become healthier and fitter?

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Develop flexibility, strength, technique, control and balance

Compare their performance with previous ones and demonstrate improvement to achieve their personal best

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| **Key Knowledge** |
| **Agility** – change direction with a fluent action and can transition smoothly between varying speeds  **Balance** – show fluency and control when travelling, landing, stopping and changing direction  **Coordination** – can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge  **Speed** – can adapt running technique to meet the needs of the distance  **Strength** – can complete body weight exercises for increased repetitions, with control and fluency  **Stamina** – use their breath to increase their ability to move for sustained periods of time |

**Skills**

**Gospel Values**

**Teacher Glossary**

Agility – the ability to change direction quickly and easily

Balance – the ability to stay upright or stay in control of the body

Coordination – the ability to move two or more body parts at the same time, under control, smoothly and efficiently

Stamina – the ability to move for sustained periods of time

Power – speed and strength combined

Key Skills: Physical

Strength

Speed

Power Agility

Coordination

Balance

Stamina

Key Skills: S.E.T

Social – Supporting and encouraging others

Social – Working collaboratively

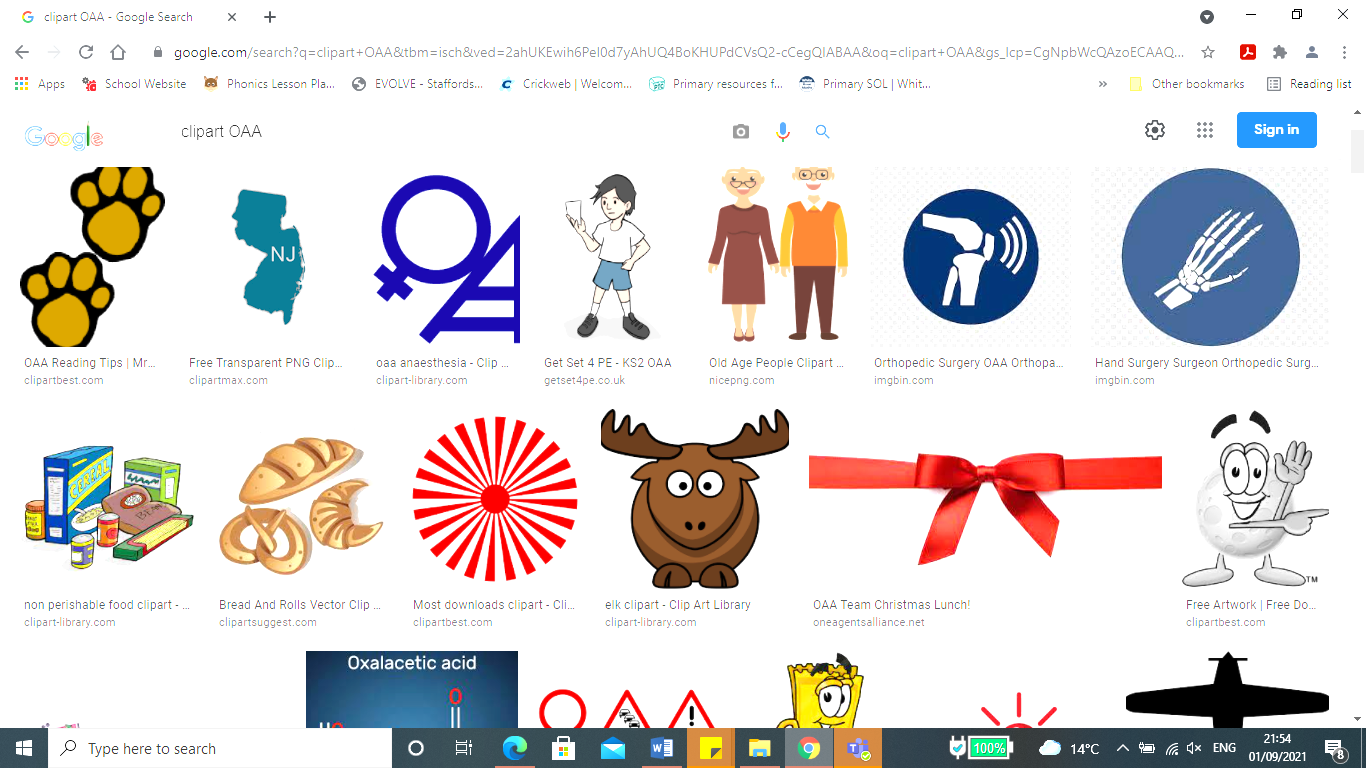
Emotional – Perseverance and determination

Thinking – Analysing data

Prophetic – share the message of the importance of fitness with others

**PE**

***Year 5 and 6 OAA***



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| **Key Vocabulary** |
| Tactical  Orienteering  Leader  Control card  Navigation  Orientate  Critical thinking  Location  Strategy  Co-operatively  Symbol  Boundaries |

**Big concept**

**Overview and links to NC**

What would we do if we were lost?

Pupils should enjoy communicating, collaborating and competing with each other. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

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| **Key Knowledge** |
| **Problem solving**  Pool ideas within a group, selecting and applying the best method to solve a problem.  **Navigational skills**  Orientate a map efficiently to navigate around a course.  **Communication**  Inclusively communicate with others, share job roles and lead when necessary.  **Reflection**  With increasing accuracy they reflect on when and how they were successful at solving challenges and alter their methods in order to improve. |

**Skills**

**Gospel Values**

**Teacher Glossary**

Orientate - To find your location in relation to a map. Control - Is what the pupils are looking for and are referenced on a map. Course - The route chosen for the controls which need to be visited in order. Symbol - A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain. Strategy - A plan of action to complete a set task or challenge.

Key Skills: S.E.T

Social: Communication and listening

Social: Teamwork and trust

Social: Inclusion

Emotional: Confidence

Thinking: Planning

Thinking: Map reading

Thinking: Decision making

Thinking: Problem solving

Key Skills: Physical

Stamina

Running

Prophetic – share the message of the importance of fitness with others

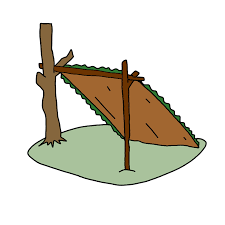
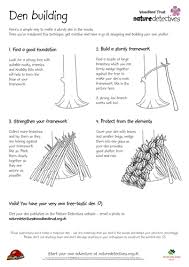
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**Forest school knowledge organiser**

**Year 5/ 6 (Year B)**

A picture containing text, envelope, stationary

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**Skills:**

**Shelters:**

Shelter building challenge- working in teams the children plan, build and review their shelters.

Work successfully as a group, having considered and evaluated each members’ contributions.

Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

**Play and exploration:**

Re-enforce rules and boundaries of the woodland area.

Work effectively independently and as a team.

Work in a team during games and scavenger hunts.

**Map skills:**

Further develop navigational skills by planning ahead, identifying problems and making decisions.

Combine map reading and compass skills.

Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around an orienteering course.

Examples of activities:

**Knots:**

To be able to use a range of knots and select the correct knot for a job.

**Key vocabulary:**

Shelter

Fit for purpose

Compass

Four figure grid references

Orienteering

**PE**

***Year 5 and 6 Tennis***



|  |
| --- |
| **Key Vocabulary** |
| Backhand  Forehand  Control  Return  Ready position  Serve  Outwit  Volley  Continuously |

**Big concept**

|  |
| --- |
| **Key Knowledge** |
| **Shots –** demonstrate increased success and technique in selecting and applying the appropriate shot for the situation  **Serving –** serve accurately and consistently. Beginning to apply tactics to their serve  **Rallying –** successfully apply a variety of shots to keep a continuous rally  **Footwork – d**emonstrate a variety of footwork patterns relevant to the game they are playing |

**Overview and links to NC**

What shot is most effective at each point in the game?

Enjoy communicating, collaborating and competing with each other

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

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

**Teacher Glossary**

**Gospel Values**

Active – children will be active in taking part and developing their skill set

Forehand – a stroke where the player hits the ball with their palm facing forwards

Backhand -a stroke where the player hits the ball with a swing that comes across their body

Volley – when a player hits the ball before it bounces on the floor

Ace – a serve that is a winner without the receiving player able to return it

Baseline – the line indicating the back of the court

Service line -the line that the ball must bounce before when serving

Face – the top part of the racket that has the strings and is meant to hit the ball

**Skills**

Key Skills: S.E.T

**Social** – collaboration, communication and respect

**Emotional** – Honesty

**Thinking** – Decision making

**Thinking** – Selecting and applying tactics

Key Skills: Physical

Forehand groundstroke

Backhand groundstroke

Forehand volley

Backhand volley

Underarm serve

**PE**

***Year 5 and 6 Basketball***

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| --- |
| **Key Vocabulary** |
| Referee  Set shot  Travelling  Opponent  Double dribble  Possession  Foul  Rebound  Tactics  Conceding  Jump shot  Outwit |



**Big concept**

**Overview and links to NC**

What general skills do you need to be successful in basketball?

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| --- |
| **Key Knowledge** |
| **Sending and Receiving –** develop making quick decisions about when, how and who to pass to  **Dribbling –** dribble consistently using a range of techniques with increasing control under pressure  **Attacking –** explore creating attacking tactics with others in response to the game  **Defending –** explore creating and applying defending tactics with others in response to the game  **Space –** move to the correct space when transitioning from attack to defence |

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

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

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

**Teacher Glossary**

Key Skills: S.E.T

**Social** – communication and collaboration

**Emotional** – Honesty and fair play

**Thinking** – Planning strategies and using tactics

**Thinking** – Observing and providing feedback

Key Skills: Physical

Throwing

Catching

Dribbling

Intercepting

Shooting

**Gospel Values**

Curious – children will want to find out more about the game

**Skills**

**Interception** – catching a pass made by an opposing player

**Possession** – when a team has the ball, they are in possession

**Getting free** – when an attacking player moves to lose their defender

**V dribble** – dribbling the ball from one hand to the other

**Protective dribbling** – when an attacker protects the ball they are dribbling by turning their back on the defender and holding their non-dribbling arm out

**Foul** – when a player contacts an opponent

Swimming

|  |  |  |  |
| --- | --- | --- | --- |
| **Swimming (lessons 1-6)** | | **Swimming (lessons 7-12)** | |
| *To develop an understanding of buoyancy and balance in the water.*  *To develop independent movement and submersion.*  *To develop gliding and crawl legs.*  *To develop front crawl breathing.*  *To develop gliding and backstroke.*  *To develop rotation, sculling and treading water.* | | *To develop surface dives, submersion and handstands.*  *To develop head above water breaststroke technique.*  *To develop head above water breaststroke technique.*  *To develop basic skills in water safety and floating.*  *To learn techniques for personal survival.*  *To develop water safety skills and an understanding of personal survival.* |
| *Breathe in for increased buoyancy.*  *Take a big relaxed breath before submerging.*  *Stay in a streamlined shape.*  *Breathe every three strokes.*  *Keep your hips lifted to keep your body close to the surface of the water.*  *Push the water towards and away from you using cupped hands.* | | *Tuck your chin in and bring your arms over head.*  *Begin the arm action once your legs are together and glide after each kick.*  *Keep a steady consistent breath.*  *Cover your face when falling in.*  *Float, breathe, relax after falling in.*  *Keep the huddle position in a tight circle and keep your head clear of the water.* |
| I can swim competently, confidently and proficiently over a distance of at least 25 metres.  I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  I can perform safe self-rescue in different water-based situations. | | I can swim competently, confidently and proficiently over a distance of at least 25 metres.  I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  I can perform safe self-rescue in different water-based situations. |
| *Swim suit/shorts*  *Goggles (with permission slip)*  *Swimming cap (if long hair)*  *Towel etc*  *Other items at Trentham baths* | | *Swim suit/shorts*  *Goggles (with permission slip)*  *Swimming cap (if long hair)*  *Towel etc*  *Other items at Trentham baths* | |
| *Trentham Baths* | | *Trentham Baths* | |
| **Data to send to PE lead regarding Y6** | | | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? |  | | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |  | | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? |  | | |

**PE**

***KS2 Swimming***

|  |
| --- |
| **Key Vocabulary** |
| Sculling  Crawl  Breaststroke  Submersion  Rotation  Backstroke  Buoyancy  Survival  Alternate  Huddle  Stroke  Treading water |



**Big concept**

What general skills do you need to be successful in swimming?

|  |
| --- |
| **Key Knowledge** |
| **Strokes**  Demonstrate increased technique in a range of strokes (head above water breaststroke, backstroke and front crawl), swimming over a distance of 25m.  **Breathing**  Explore underwater breathing technique in front crawl.  **Water safety**  Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. |

**Overview and links to NC**

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. perform safe self-rescue in different water-based situations.

**Teacher Glossary**

Curious – children will want to find out more about moving in water.

**Gospel Values**

Body roll - When a swimmer rotates their body from side to side. Glide - When a swimmer coasts with a pause in their stroke. Stroke - A style of swimming. There are four competitive strokes: butterfly, backstroke, breastroke, freestyle. Sculling - Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first. Treading water - A survival technique used to keep the head above the water.

Key Skills: S.E.T

Social: Communication

Social: Supporting and encouraging others

Social: Keeping myself and others safe

Emotional: Confidence

Thinking: Comprehension Thinking: Planning tactics

Key Skills: Physical

Submersion

Floating

Gliding

Front crawl

Backstroke

Breaststroke

Rotation

Sculling

Treading water

H.E.L.P and huddle position

**Skills**

Assessment

To keep track of children’s individual progress, use the example assessment spreadsheet.

Use the statements relating to each unit and key stage below to assess if a child is Working Towards, Working Within or Greater Depth.

Up to 60% of statements highlighted = Working Towards

61-90% of statements highlighted = Working Within

90%+ of statements highlighted = Greater Depth

Key

**Subjects in bold**

*Key skills in italics*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | **Intro to PE**  *Moving safely, running, jumping, throwing, catching, following a path, rolling.* | **Ball skills**  *Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball.* | **Gymnastics**  *Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.* | **Dance**  *Travel, action, perform, copy.* | **Fundamentals**  *Balancing, running, jumping, changing direction, hopping, travelling.* | **Games**  *Running, balancing, changing direction, striking a ball, throwing,* |
| Nur | Emotional: I am confident to select and use activities with help if needed. (PSED 3-4)  Physical: I continue to develop my movement. (PD 3-4)  Physical: I can match my physical skills to the setting. (PD3-4)  Physical: I can collaborate with others to manage large items. (PD 3-4)  Physical: I continue to develop my ball skills. (PD 3-4)  Physical: I can use large-muscle movements. (PD 3-4)  Physical: I can skip, hop and hold a pose. (PD 3-4)  Thinking: I can talk about my own ideas and use them in response to a task. (EAD 3-4)  Thinking: I understand and follow rules. (PSED 3-4)  Thinking: I can talk about my own ideas and use them in response to a task. (EAD 3-4)  Thinking: I can choose the right resources to carry out their own plan. (PD 3-4)  Social: I can take part in group activities. (PD 3-4) | | | | | |
| Rec | |  | | --- | | Emotional: I can manage my own needs. (PSED Rec) | | Physical: I can move confidently in a range of ways. (PD Rec) | | Physical: I can develop overall body strength. (PD Rec)  Physical: I am developing towards a more fluid style of moving. | | Physical: I can combine different movements. (PD Rec) | | Physical: I can confidently and safely use a range of large  and small apparatus. (PD Rec) | | Physical: I know the importance of physical exercise. (PD Rec) | | Social: I can create collaboratively, sharing ideas, resources and skills. (EAD Rec) | | Thinking: I can return to and build on previous learning. (EAD Rec) | | | | | | |
| Year 1 | **Forest schools/Fitness**  • I use co-ordination to turn a skipping rope. • I show co-ordination when trying hula hoop skills. • I can change direction when running. • I can run at different speeds. • I can show hopping and jumping movements. • I can recognise changes in my body when I do exercise. • I work with others to turn a rope. • I try my hardest to keep working over longer periods of time.  *Agility, balance, co-ordination, speed, stamina, skipping.* | **Ball skills/Net + Wall**  I am beginning to catch with two hands. • I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I am beginning to dribble a ball with my hands and feet. • I can work co-operatively with a partner. • I can say when someone was successful. • I can recognise changes in my body when I do exercise. • I am beginning to understand simple tactics.  *Rolling, kicking, throwing, catching, dribbling, bouncing.* | **Gymnastics/Yoga**  I can link simple actions together to create a sequence. • I can remember and repeat actions and shapes. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. • I can make my body tense, relaxed, stretched and curled.  *Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.* | **Dance**  I show some sense of dynamic and expressive qualities in my dance. • I choose appropriate movements for different dance ideas. • I can copy, remember and repeat actions. • I can move confidently and safely. • I recognise changes in my body when I do exercise. • I say what I liked about someone else's performance. • I can work with others to share ideas and select actions. • I am beginning to use counts.  *Travel, action, shape, perform, copy* | **Sending and receiving/Invasion**  I am beginning to send and receive a ball using a piece of equipment. • I am beginning to send and receive a ball with my feet. • I can catch a ball after one bounce. • I can roll a ball towards a target. • I can throw a ball to a partner. • I can track a ball that is coming towards me. • I can work co-operatively with a partner. • I can recognise changes in my body when I do exercise.  *Rolling, kicking, throwing, catching, tracking* | **Athletics/Games**  I am beginning to link running and jumping movements. • I can run at different speeds. • I am beginning to show balance and co-ordination when changing direction. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. • I am developing over arm throwing. • I am able to throw towards a target. • I can work with others and make safe choices. • I can recognise changes in my body when I do exercise. • I try my best.  *Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing for distance* |
| Year 2 | **Fitness**  I can describe how my body feels during exercise. • I can link different hoop skills to create a routine. • I can show hopping and jumping movements with some balance and control. • I persevere with new challenges. • I show determination to continue working over a longer period of time.  *Agility, balance, co-ordination, speed, stamina, skipping* | **Forest schools/ Team building**  I can follow instructions carefully.   * I can say when I was successful at solving challenges. * I can share my ideas and help to solve tasks. * I can work co-operatively with a partner and a small group. * I show honesty and can play fairly. * I understand how to use, follow and create a simple diagram/map. | **Gymnastics/Yoga**  I can plan and repeat simple sequences of actions. • I can perform the basic gymnastic actions with some control and balance. • I am proud of my work and confident to perform in front of others. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work safely with others and apparatus. • I can use shapes when performing other skills. • I can use directions and levels to make my work look interesting.  *Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll* | **Dance**  I can show a character and idea through the actions and dynamics I choose. • I can copy, remember and repeat a series of actions. • I show confidence to perform. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work with a partner using mirroring and unison in our actions. • I can use counts to stay in time with music.  *Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways* | **Striking and fielding**  I am developing underarm and overarm throwing skills. • I can roll a ball to hit a target. • I can sometimes hit a ball using a racket. • I can track a ball and collect it. • I understand the rules of the game and can use these to play fairly in a small group. • I can use simple tactics. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I know how to score points and can remember the score.  *Throwing, catching, retrieving a ball, tracking a ball, striking a ball* | **Athletics/Games**  I can link running and jumping movements with some control and balance. • I show balance and co-ordination when running at different speeds and in different directions. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I can identify good technique. • I can describe how my body feels during exercise. • I try my best.  *Running at varying speeds, agility, co-ordination, combining running and jumping, throwing for distance* |
| Year 3/4 A | **Athletics/Sports practise**  I can use key points to help me to improve my sprinting technique. • I can take part in a relay activity, remembering when to run and what to do. • I am developing jumping for distance and height. • I can use different take off and landings when jumping. • I can throw a variety of objects, changing my action for accuracy and distance. • I can work with a partner and in a small group, sharing ideas. • I can identify when I was successful. • I understand why it is important to warm up  *Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance* | **Gymnastics**  I can choose actions that flow well into one another. • I can adapt sequences to suit different types of apparatus. • I use a greater number of my own ideas for movements in response to a task. • I can choose and plan sequences of contrasting actions. • I can complete actions with increasing balance and control. • I understand the benefits of exercise. • I can provide feedback using key words. • With help, I can recognise how performances could be improved. • I can move in unison with a partner.  *Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics* | **OAA/Forest schools**  I can follow and give instructions. I can listen to and am accepting of others' ideas. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group. • I am developing map reading skills.  *Balance, running.* | **Dance/Yoga**  I can use dynamic and and expressive qualities in relation to an idea. • I create short dance phrases that communicate the idea. • I am respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase. • I understand the benefits of exercise. • I can provide feedback using key words. • I can work with a partner and in a small group, sharing ideas. • I can use counts to keep in time with a partner and group.  *Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction* | **Netball/Volleyball**  • I can pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can defend one on one and know when to win the ball. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I share ideas and work with others to manage our game. • I can provide feedback using key terminology and understand what I need to do to improve. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can use simple tactics to help my team score or gain possession.  *Passing, catching, footwork, intercepting, shooting* | **Rounders/Muggle quidditch**  I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I can use overarm and underarm throwing and catching skills. • I am learning the rules of the game and I am beginning to use them. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. • I understand the aim of the game.  *Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting* |
| Year 3/4 B | **Fitness/Sports practise**  I can collect and record personal fitness data and identify areas I need to improve. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working at over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently  *Agility, balance, co-ordination, speed, stamina, strength, power* | **Gymnastics**  I can plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can identify some muscle groups used in gymnastic activities. I can watch, describe and suggest possible improvements to others’ performances and my own. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner.  *Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand* | **OAA/Forest schools**  I can accurately follow and give instructions. • I can confidently communicate my ideas and listen to others. • I can plan and apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I can work collaboratively and effectively with a partner and a small group. • I can identify key symbols on a map and use a key to help navigate around a grid.  *Balance, running* | **Dance/Yoga**  I can use changes in timing and spacing to develop a dance. • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can copy and remember set choreography. • I show respect for others when working as a group and watching others perform. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using appropriate language relating to the lesson. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I can use counts to keep in time with others and the music.  *Performing actions, using canon, unison, formation, dynamics, character, structure, space* | **Tennis/Softball**  I can sometimes play a continuous game. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. • I can use a range of basic racket skills. • I can return to the ready position to defend my own court  *Forehand, backhand, throwing, catching, ready position* | **Football/Ultimate frisbee**  I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. • I can track an opponent to slow them down. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I am beginning to use simple tactics  *Dribbling, passing, ball control, tracking, jockeying, turning* |
| Year 5/6 A | **Athletics/Sports practise**  I can choose the best pace for a running event. • I can use feedback to improve my sprinting technique. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I show accuracy and power when throwing for distance. • I can take on the role of coach, official and timer when working in a group. • I can identify good athletic performance and explain why it is good. • I can understand how stamina and power help people to perform well in different athletic activities.  *Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance* | **Dance/Yoga**  I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can choreograph phrases individually and with others considering actions and dynamics. • I can accurately copy and repeat set choreography. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can identify how different activities can benefit my physical health. • I can suggest ways to improve my own and other people’s work using key terminology. • I can use feedback provided to improve my work. • I can lead a group through short warm-up routines. • I can use counts when choreographing to stay in time with others and the music  *Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions* | **Gymnastics**  I can use strength and flexibility to improve the quality of a performance. • I can create and perform sequences using apparatus, individually and with a partner. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use feedback provided to improve my work. • I can work safely when learning a new skill to keep myself and others safe. • I can lead a partner through short warm-up routines  *Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand* | **OAA/Forest schools**  I can use critical thinking skills to approach a task. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I am inclusive of others and can share job roles. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • I can navigate around a course using a map. • I can orientate a map confidently  *Stamina, running* | **Dodgeball/Tchoukball**  I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can throw accurately at a target. • I can work co-operatively with others to manage our game. • I understand there are different skills for different situations and I am beginning to use these.  *Throwing, catching, dodging, blocking* | **Cricket/Hockey**  I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can strike a bowled ball with increasing consistency. • I understand there are different skills for different situations and I am beginning to use this. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I can work collaboratively with others to score runs. • I can work co-operatively with others to manage our game  *Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier* |
| Year 5/6 B | **Fitness/Sports practise**  I can change my running technique to adapt to different distances. • I understand the different components of fitness and ways to test and develop them. • I understand that there are different areas of fitness and how this helps me in different activities. • I can collect, record and analyse data to identify areas where I have made the most improvement. • I encourage and motivate others to work to their best. • I can work with others to organise, manage and record information at a station. • I work to my maximum consistently when presented with challenges.  *Agility, balance, co-ordination, speed, stamina, strength, power* | **Dance/Yoga**  I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • I can  choreograph a dance and work safely using a prop. • I can perform dances confidently and fluently with accuracy and good timing. • I understand that there are different areas of fitness and how this helps me in different activities. • I can use appropriate language to evaluate and refine my own and others’ work. • I can use feedback provided to improve the quality of my work. • I can lead a small group through a short warm-up routine. • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. • I can use counts when choreographing to improve the quality of my work.  *Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions* | **Gymnastics**  I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can work collaboratively with others to create a sequence. • I understand what counter balance and counter tension is and can show examples with a partner. • I understand that there are different areas of fitness and how this helps me in different activities. • I can use appropriate language to evaluate and refine my own and others’ work. • I can use feedback provided to improve the quality of my work. • I understand how to work safely when learning a new skill. • I can lead a small group through a short warm-up routine.  *Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault* | **OAA/Forest schools**  I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. • I am inclusive of others, can share job roles and lead when necessary • I can work effectively with a partner and a group to solve challenges. • I can orientate a map efficiently to navigate around a course.  *Stamina, running* | **Tennis/Cricket**  I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I understand that there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can work in collaboration with others so that games run smoothly. • I can select the appropriate action for the situation and make this decision quickly. • I can play cooperatively with a partner.  *Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step* | **Basketball/Tag rugby**  I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can use tracking and intercepting when playing in defence. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations  *Throwing, catching, dribbling, intercepting, shooting* |