

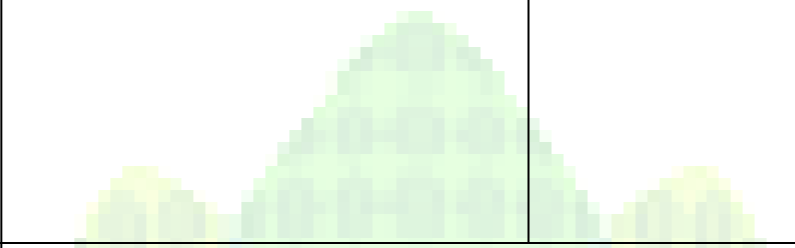
P.E Medium Term Plan					
EYFS – Foundation Stage One					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Real P.E. Foundations: Tightrope</p> <p>Key Concept – <b>Static balance</b></p> <p>Big Question: How do you stand still?</p> <p>Curricular Goals</p> <p><b>Static Balance</b></p> <p>To be able to balance on a line whilst an adult counts from 1-10</p> <p><b>Personal and Social</b></p> <p>To be able to share something they were good at in this challenge</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to continue to develop their movement and balancing.</li><li>To be able to stand on one leg and hold a pose for a game.</li><li>To be able to increasingly use and remember sequences and patterns of movements.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important get back on and try again if I fall off.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>Whist balancing on something low, change height, balance or shape.</p> <p>To be able to begin to mirror a partner’s balances</p> <p>To be able to pass and receive objects whilst balancing on a ‘tightrope’</p> <p>To be able to create a sequence of 3-5 shapes and perform them on a ‘tightrope’.</p>	<p>Real P.E. Foundations: Juggling</p> <p>Key Concept – <b>Coordination</b></p> <p>Big Question: How do we roll a ball?</p> <p>Curricular Goals</p> <p><b>Coordination</b></p> <p>To be able to roll a large ball and collect the rebound</p> <p><b>Personal and Social</b></p> <p>To be able to encourage the children to celebrate</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to continue to develop their movement and ball skills.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to keep eyes on the ball when rolling and catching a ball.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to roll a large ball and collect the rebound</p> <p>To be able to roll a small ball and collect the rebound.</p> <p>To be able to throw and catch with a partner</p> <p>To be able to roll, strike, throw or kick a ball through a ‘gate’ to a partner.</p> <p>To be able to keep a balloon in the air for up to 10 seconds.</p> <p>To be able to play a game of ball tennis.</p>	<p>Real P.E. Foundations: Bike</p> <p>Key Concept – <b>Coordination/ Footwork</b></p> <p>Big Question: What is a side step?</p> <p>Curricular Goals</p> <p><b>Coordination</b></p> <p>To be able to side-step in both directions</p> <p><b>Personal and Social</b></p> <p>To be able to share something they were good at in this challenge</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to skip, hop, stand on one leg and hold a pose for a game.</li><li>To be able to use large-muscle movements to wave.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that there are different ways to travel.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to side step in both directions</p> <p>To be able to play “Instructor/Simon says”, taking part in jogging, galloping, skipping, side-stepping, jumping, running on the spot, standing up, sitting down etc.</p> <p>To be able to play “bike frenzy” using hopping, skipping, sitting down, waving, pivot, side-stepping, bouncing from 1 foot to 2 feet.</p> <p>To be able to go on an imaginary bike ride, weaving in and out of other children safely and following instructions.</p>	<p>Real P.E. Foundations: Train</p> <p>Key Concept – <b>Dynamic balance</b></p> <p>Big Question: How do you move without wobbling?</p> <p>Curricular Goals</p> <p><b>Dynamic Balance</b></p> <p>To be able to walk forwards fluidly with minimum wobble</p> <p><b>Personal and Social</b></p> <p>To be able to share something they were good at in this challenge</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li><li>Start taking part in some group activities which they make up for themselves, or in teams.</li><li>To be able to continue to develop their movement and balance</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to keep my head up when doing a dynamic balance.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to walk forwards fluidly with minimum wobble</p> <p>To be able to go on a ‘train adventure’, responding to directions to use different speeds, footwork and levels.</p> <p>To be able to work with a partner to play ‘tandem trains’, using a variety of levels, speed, directions and travels.</p>	<p>Real P.E. Foundations: Squirrel</p> <p>Key Concept – <b>Agility</b></p> <p>Big Question: How can you run and catch a ball that you have rolled?</p> <p>Curricular Goals</p> <p><b>Agility</b></p> <p>To be able to roll a large ball, chase and collect it in a balanced position</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to share something they were good at in this challenge</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to continue to develop their movement, balancing and ball skills.</li><li>To be able to skip, hop and hold a pose for a game</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to balance when collecting the ball.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to roll a large ball, chase and collect it in a balanced position</p> <p>To be able to travel in different ways</p> <p>To be able to roll and chase a ball, avoiding obstacles</p> <p>To be able to make their body into a tunnel shape.</p>	<p>Real P.E. Foundations: Seaside</p> <p>Key Concept – <b>Counter balance</b></p> <p>Big Question: How can I work best with my friend?</p> <p>Curricular Goals</p> <p><b>Counter Balance</b></p> <p>To be able to sit with a partner holding hands with touching toes, lean in together and then move apart</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to encourage and praise each other during the activity</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to continue to develop their movement and balancing.</li><li>To be able to increasingly use and remember sequences and patterns of movements</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to sit with a partner holding hands with touching toes, lean in together and then move apart</p> <p>To begin to balance in a range of ways, including seated balance, standing balance and partner balance.</p> <p>To be able to move in a range of ways – deciding what best represents each sea creature.</p> <p>To be able to take part in ‘A Day at the Pier’ listening to instructions to do different travels, balances, throws and footwork.</p> <p>To be able to explore different shapes and balances both individually and with a partner.</p>

EYFS – Foundation Stage Two					
Autumn 1 (Games)	Autumn 2 (Dance)	Spring 1 (Games)	Spring 2 (Gymnastics)	Summer 1 (Games)	Summer 2 (Games)
<p>Real P.E. Foundations: Space</p> <p>Key Concept – <b>Footwork</b> / <b>Static balance</b></p> <p>Big Question: How would it feel to move in space?</p> <p>Curricular Goals</p> <p><b>Dynamic balance</b></p> <p>I can jump forwards, backwards and from side to side on both feet</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to share something they were good at in this challenge</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li><li>To be able to demonstrate strength, balance and coordination when playing</li><li>Negotiate space and obstacles safely, with consideration for themselves and others</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to bend my knees when jumping.</p> <p>To know that I need to keep my head up when moving around to avoid obstacles and other people.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>I can jump forwards, backwards and from side to side on both feet</p> <p>To be able to play ‘Space Race’ using different styles of jumping.</p> <p>To be able to play ‘Home Planet’ and Crazy Craters using different styles of jumps, including turns.</p> <p>To be able to link jumps together.</p>	<p>Dance – Studio</p> <p>Key Concept – <b>Footwork</b> / <b>Static balance</b> / <b>Agility</b> / <b>Coordination</b> / <b>Dynamic balance</b></p> <p>Big Question: How do we make sure we can move safely around the room?</p> <p>Curricular Goals</p> <p>To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to progress towards a more fluent style of moving, with developing control and grace.</li><li>To be able to negotiate space and obstacles safely, with consideration for themselves and others</li><li>To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that there are different ways to move and dance.</p> <p>To know that different things can inspire dance.</p> <p>To know that movements can be repeated.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to create their own simple dance sequence using a range of simple movements.</p> <p>To be able to use a range of basic stimuli to create a dance movement</p> <p>To be able to link basic movements to create a sequence</p> <p>To be able to begin to use basic movements suitable to the style of the music.</p>	<p>Real P.E. Foundations: Fairy Tales</p> <p>Key Concept – <b>Coordination</b> / <b>Agility</b></p> <p>Big Question: How do we need to hold our hands to catch a ball?</p> <p>Curricular Goals</p> <p><b>Coordination</b></p> <p>To be able to take turns with a partner to drop a large ball. To be able to catch a ball after two bounces and then one bounce</p> <p><b>Agility</b></p> <p>To be able to react quickly and move forwards to catch it</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to encourage and praise each other during the activity</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li><li>To be able to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li><li>To be able to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to show control when bouncing a ball.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to take turns with a partner to drop a large ball and catch it after two bounces.</p> <p>To be able to take turns with a partner to drop a large ball and catch it after one bounce.</p> <p>To be able to balance, jump and run in different ways.</p> <p>To be able to bouncing a ball repeatedly with some control and accuracy.</p>	<p>Gymnastics - Hall</p> <p>Key Concept – <b>Footwork</b> / <b>Static balance</b> / <b>Agility</b> / <b>Coordination</b> / <b>Dynamic balance</b></p> <p>Big Question: How can we help to move equipment safely?</p> <p>Curricular Goal</p> <p>To be able to use a range of different gymnastic ideas, whilst negotiating space safely.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to confidently and safely use a range of large and small apparatus indoors, alone and in a group.</li><li>To be able to develop overall body-strength, balance, co-ordination and agility.</li><li>To be able to negotiate space and obstacles safely, with consideration for themselves and others.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to follow safety instructions when using gymnastic apparatus.</p> <p>To know that there are different ways to travel using different parts of their body.</p> <p>To know that there are different ways to jump</p> <p>To know that there are different ways to roll.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to travel in different ways</p> <p>To be able to show a range of body shapes.</p> <p>To be able to jump safely from low apparatus</p> <p>To be able use their body to roll in different ways safely.</p>	<p>Real P.E. Foundations: Jungle</p> <p>Key Concept – <b>Static balance</b></p> <p>Big Question: What is a balance?</p> <p>Curricular Goals</p> <p><b>Static Balance</b></p> <p>To be able to sit down and hold your balance for 10 seconds</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to find a challenge which is tricky and set themselves a goal for achieving it</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to demonstrate strength, balance and coordination when playing.</li><li>To be able to develop overall body-strength, balance, co-ordination and agility.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to try not to wobble</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to sit down and hold your balance for 10 seconds</p> <p>To be able to demonstrate strength, balance and coordination when playing ‘Throw the Fruit’</p> <p>To be able to mirror a partner when creating different shapes whilst in a seated position.</p> <p>To be able to play ‘Cheeky Monkey Says/Simon Says’ to show a range of balances.</p> <p>To be able to bat a balloon to keep it off the floor, whilst in a seated balance.</p>	<p>Real P.E. Foundations: Pirates</p> <p>Key Concept – <b>Static balance</b></p> <p>Big Question: What can help me to balance?</p> <p>Curricular Goals</p> <p><b>Static Balance</b></p> <p>To be able to balance on one leg for 10 seconds and challenge to switch to the other leg</p> <p><b>Personal, Social and Emotional</b></p> <p>To be able to celebrate the children for trying again when they were not successful.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to demonstrate strength, balance and coordination when playing a range of games</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that when doing a one leg balance I need to keep my other foot off the floor.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to balance on one leg for 10 seconds and challenge to switch to the other leg.</p> <p>To be able to hold a one leg balance whilst also having items balanced on them.</p> <p>To be able to freeze on one leg whilst playing ‘Captain’s treasure’</p> <p>To be able to pick up ‘treasure’ from the floor whilst maintaining balance on one leg.</p> <p>To be able to play ‘Pirate Statues’ and hold a one leg balance.</p>

Year 1					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Links to prior learning:</b> <i>to be able to jump forwards, backwards and from side to side</i></p> <p><b>Area of P.E – Unit 1: Personal</b></p> <p><b>Key Concept – Footwork / Static balance</b></p> <p><b>Big Question:</b> In how many ways can you move?</p> <p><b>Curricular Goals</b></p> <p><b>Footwork</b></p> <p>To be able to apply the following skills - side-step in both directions, gallop leading with either foot, hop on either foot and skip.</p> <p><b>Static Balance</b></p> <p>To be able to stand still for 10 seconds whilst balancing on one leg.</p> <p><b>Personal</b></p> <p>To be able to follow instructions, practise safely and work on simple tasks by myself.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop balance individually and apply this in a range of physical activities (One leg balance)</li><li>To be able to develop the fundamental movement skill of footwork.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that fluency and control are important when demonstrating different basic movement patterns.</p> <p>To know what it means to balance.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to side-step in both directions with fluency and control</p> <p>To be able to gallop, leading with either foot</p> <p>To be able to hop on either foot with fluency and control</p> <p>To be able to skip with fluency and control</p> <p>To be able to balance on one leg for 10 seconds maintaining balance on each leg</p> <p><b>Key Vocabulary:</b></p> <p>Muscles, straight. Mini-squat, freeze, dominant</p>	<p><b>Links to prior learning:</b> <i>To be able to sit down and hold a balance for 10 seconds</i></p> <p><b>Area of P.E – Unit 2: Social</b></p> <p><b>Key Concept – Dynamic balance / Static balance</b></p> <p><b>Big Question:</b> In how many ways can you balance?</p> <p><b>Curricular Goals</b></p> <p><b>Dynamic balance</b></p> <p>I can jump from 2 feet to 2 feet forwards, backwards and side to side.</p> <p><b>Static balance</b></p> <p>To be able to, in a seated position for 10 seconds, balance with no hands or feet touching the floor</p> <p><b>Social</b></p> <p>To be able to work sensibly with others, taking turns and sharing</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop balance individually and apply this in a range of physical activities (Seated balance).</li><li>To be able to master basic jumping movements and apply this to a range of physical activities.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that knees must be bent when jumping on take-off and landing.</p> <p>To know what it means to balance.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to jump from 2 feet to 2 feet forwards, backwards and side to side maintaining balance throughout.</p> <p>To be able to balance with both hands and feet touching the floor.</p> <p>To be able to balance with 1 hand and 2 feet touching the floor.</p> <p>To be able to balance with 2 hands and 1 foot touching the floor.</p> <p>To be able to balance with 1 hand and 1 foot touching the floor</p> <p>To be able to balance with 1 hand and 1 foot touching the floor.</p> <p>To be able to balance with no hands or feet touching the floor</p> <p><b>Key Vocabulary:</b></p> <p>Width, take-off, balance, jump, swing, height, control, landing (soft),</p>	<p><b>Area of P.E – Unit 3: Cognitive</b></p> <p><b>Key Concept – Dynamic balance / Static balance</b></p> <p><b>Big Question:</b> How many strides can you take without losing your balance?</p> <p><b>Curricular Goals</b></p> <p><b>Dynamic balance</b></p> <p>To be able to walk forwards and walk backwards with fluidity and minimum wobble on a line</p> <p><b>Static balance</b></p> <p>To be able to stand on a line with good stance for 10 seconds</p> <p><b>Cognitive</b></p> <p>To be able to understand and follow simple rules</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop balance and apply this in a range of physical activities (dynamic balance and static balance stance)</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that arms can be used to support dynamic balance.</p> <p>To know that my back needs to be straight to create a good stance.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to walk forwards with fluidity and minimum wobble, maintaining balance throughout.</p> <p>To be able to walk backwards with fluidity and minimum wobble, maintaining balance throughout.</p> <p>To be able to stand on a line with a good stance for 10 second, maintaining balance throughout.</p> <p><b>Key Vocabulary</b></p> <p>Fluidity, stance, balance, wobble</p>	<p><b>Links to prior learning:</b> <i>to be able to take turns with a partner to drop a large ball. To be able to catch a ball after two bounces and then one bounce</i></p> <p><b>Area of P.E – Unit 4: Creative</b></p> <p><b>Key Concept – Coordination / Counter balance</b></p> <p><b>Big Question:</b> What different shapes and balances can you make?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to stand and roll a ball down to my toes and back up, then round my upper body using 2 hands</p> <p><b>Counter balance</b></p> <p>To be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side</p> <p><b>Creative</b></p> <p>To be able to explore and describe different movements.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop coordination and apply this in a range of activities.</li><li>To be able to develop balance cooperatively with others and apply this in a range of physical activities.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that I need to use my fingers to control coordinating a ball around me.</p> <p>To know what it means to balance.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to sit and roll a ball along the floor around my body using 2 hands</p> <p>To be able to sit and roll a ball along the floor around my body using 1 hand (right and left)</p> <p>To be able to sit and roll a ball down to my toes and back up, then around my upper body using 2 hands</p> <p>To be able to stand and roll a ball down to my toes and back up, then round my upper body using 2 hand</p> <p>To be able to sit holding hands with toes touching, lean in together then apart, with a partner, maintaining balance throughout.</p> <p>To be able to sit holding 1 hand with toes touching, lean in together then apart, with a partner, maintaining balance throughout.</p> <p>To be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side, with a partner, maintaining balance throughout</p> <p><b>Key Vocabulary</b></p> <p>Upper body, legs, down, stand, up</p>	<p><b>Links to prior learning:</b> <i>To be able to catch a ball after two bounces and then one bounce</i></p> <p><b>Area of P.E – Unit 5: Physical</b></p> <p><b>Key Concept – Coordination / Agility</b></p> <p><b>Big Question:</b> How do our reactions help us to catch a ball?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to throw a large ball and catch the rebound with 2 hands from a 5 metre distance.</p> <p><b>Agility</b></p> <p>To be able to react and catch a large ball dropped from shoulder height after 1 bounce, from a distance of 1, 2 &amp; 3 metres.</p> <p><b>Physical</b></p> <p>To be able to perform a small range of skills and link two movements together.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to master the basic movement of throwing and catching individually and with others and apply this in a range of physical activities.</li><li>To be able to develop coordination and apply this in a range of activities.</li><li>To be able to participate in team games playing co-operatively.</li><li>To be able to develop agility individually and with others and apply this to a range of physical activities.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that it is important to keep eyes on the ball when throwing and catching a ball.</p> <p>To know that it is important to move your feet when reacting to catching a ball.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to roll a large ball and collect the rebound, with right and left hand against a wall or with a partner from a distance of 3-5m</p> <p>To be able to roll a small ball and collect the rebound, with right and left hand against a wall or with a partner from a distance of 3-5m</p> <p>To be able to throw a large ball and catch the rebound with 2 hands, with right and left hand against a wall or with a partner from a distance of 3-5m</p> <p>To be able to react and catch a large ball dropped from shoulder height after 2 bounces, from a distance of 1, 2 and 3 metres.</p> <p>To be able to react and catch a large ball dropped from shoulder height after 2 bounces, from a distance of 1, 2 and 3 metres.</p> <p><b>Key Vocabulary</b></p> <p>Rebound, distance, reactions, shoulder height</p>	<p><b>Links to prior learning:</b> <i>to be able to take turns with a partner to drop a large ball.</i></p> <p><b>Area of P.E – Unit 6: Health &amp; Fitness</b></p> <p><b>Key Concept – Agility / Static balance</b></p> <p><b>Big Question:</b> Why is it important to exercise?</p> <p><b>Curricular Goals</b></p> <p><b>Agility</b></p> <p>To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres</p> <p><b>Static balance</b></p> <p>To be able to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout</p> <p><b>Health &amp; Fitness</b></p> <p>To be able to be aware of why exercise is important for good health</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop agility individually and with others and apply this to a range of physical activities.</li><li>To be able to develop balance individually and apply this in a range of physical activities (floorwork).</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that it is important to keep eyes on the ball when throwing and catching a ball.</p> <p>To know what it means to balance.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to roll a ball, chase and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres and turning both ways</p> <p>To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres and turning both ways</p> <p>To be able to hold a mini-front support position, maintaining balance throughout</p> <p>To be able to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout</p> <p><b>Key Vocabulary</b></p> <p>Chase, collect, balance, position, opposite, direction,</p>

Gymnastics	Dance	Athletics
<p><b>Links to prior learning:</b> <i>to be able to use a range of different gymnastic ideas, whilst negotiating space safely.</i></p> <p><b>Key Concept</b> – <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b></p> <p><b>Big Question:</b> What is a gymnast?</p> <p><b>Curricular Goal</b></p> <p>To be able to perform a simple sequence including a jump, a travelling movement and a stretch balance, including the use of apparatus.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to know and use a variety of ways of traveling in response to set criteria (e.g. fast, wide etc.)</li><li>To be able to travel showing long and narrow, wide and short shapes</li><li>To be able to show a variety of wide and narrow balances</li><li>To be able to explore a range of movements in relation to gym and vary direction and speed</li><li>To be able to travel and balance on the ground or apparatus – benches, low tables</li><li>To be able to transfer, adapt and apply skills, ideas and linked movements to apparatus</li><li>To be able to understand the safety implications of and demonstrate a jump</li><li>To be able to jump in different shapes – star, straight, pike, straddle and tuck</li><li>To be able to join together a jump, travelling movement and stretched balance to create a simple sequence</li><li>To be able to develop the basic movements of balance, agility and co-ordination and begin to apply these to some gymnastics activities.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that there are different ways of travelling using different spaces.</p> <p>To know that there are different ways of balancing</p> <p>To know that travel and balance movements can be transferred onto apparatus.</p> <p>To know that core muscles are used to support a balance.</p> <p>To know how to keep themselves and others safe in gymnastics</p> <p><b>Disciplinary Knowledge</b> <i>(Being an gymnast)</i></p> <p>To be able to jump in a variety of ways including - star, straight, pike, straddle and tuck.</p> <p>To be able to travel in different ways.</p> <p>To be able to hold a wide and narrow balances.</p> <p>To be able to join taught skills together to create a sequence.</p> <p><b>Key vocabulary</b></p> <p>Sequence, jump, travelling, movement, stretch, balance, apparatus</p>	<p><b>Links to prior learning:</b> <i>to be able to energetically play with a range of different dance ideas, whilst negotiating space safely</i></p> <p><b>Key Concept</b> – <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b></p> <p><b>Big Question:</b> What is a dancer?</p> <p><b>Curricular Goal</b></p> <p>To be able to create a dance, in a pair, to a set speed with change of direction and levels.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to communicate ideas through dance</li><li>To be able to travel showing long and narrow or wide and short shapes</li><li>To be able to explore a range of movements in relation to dance and vary direction (forwards/backwards) and speed</li><li>To be able to transfer, adapt and apply skills, ideas and linked movements to a short dance sequence</li><li>To be able to create short phrases and simple structures using appropriate movements</li><li>To be able to know and perform some basic dance actions with some understanding of mood and feeling in relation to the dance idea</li><li>To be able to work in pairs to create a dance or sequence to a set speed with change of direction and levels</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that we can communicate ideas through dance</p> <p>To know that multiple movements create phrases and a multiple phrases create a sequence.</p> <p>To know that ideas can be communicated through dance</p> <p>To that music sets the speed of a dance.</p> <p>To know that dance movements can vary in direction and speed.</p> <p><b>Disciplinary Knowledge</b> <i>(To know a dancer)</i></p> <p>To be able to create the following shapes in relation to their body - long, narrow, wide and short.</p> <p>To be able to travel in different ways showing different body shapes.</p> <p>To be able to perform some basic dance movements.</p> <p>To be able to dance showing a change in direction and speed</p> <p>To be able to create a short dance sequence</p> <p><b>Key vocabulary</b></p> <p>Dance, speed, direction, level, travel, narrow, wide, sequence</p>	<p><b>Key Concept</b> – <b>Footwork</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b></p> <p><b>Big Question:</b> What is an athlete?</p> <p><b>Curricular Goal</b></p> <p>To be able to use and apply taught skills in an athletic sporting event.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to begin to master the basic movements of running and throwing</li><li>To be able to show some agility and coordination in relation to running and throwing</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that in a race, there is a start line and a finish line.</p> <p>To know that it is important to keep my eyes on the target when aiming and throwing</p> <p>To know that arms can be used to support running</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to aim and throw, using bean bags, large textured balls and tennis balls</p> <p>To be able to throw to aim at a variety of targets - lines, hoops, skittles etc.</p> <p>To be able to play aiming games</p> <p>To be able to beat their own record in a variety of activities</p> <p>To be able to run in a race.</p> <p><b>Key vocabulary</b></p> <p>Race, start, finish, aim, throw, coordination</p>

Year 2					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Links to prior learning:</b> <i>To be able to apply the following skills - side-step in both directions, gallop leading with either foot, hop on either foot and skip.</i></p> <p><b>Area of P.E – Unit 1: Personal</b></p> <p><b>Key Concept –</b> <b>Coordination/ Static balance</b></p> <p><b>Big Question:</b> How many different ways can you move around a space?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to apply the following skills: side-steps with 180° with pivots and with reverse pivots, skip with knee and opposite elbow both at 90° angle and hopscotch forwards and backwards on the same leg.</p> <p><b>Static balance</b></p> <p>To be able to complete 5 mini squats on one leg whilst maintaining balance and on both legs.</p> <p><b>Personal</b></p> <p>To be able to try several times if at first I don’t succeed and ask for help when appropriate.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop coordination and apply this in a range of activities, individually and with others, becoming increasingly confident and competent.</li><li>• To be able to develop balance and apply this in a range of physical activities individually and with others, becoming increasingly confident and competent.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to bend knees and use arms to support balance when exploring different footwork patterns.</p> <p>To know that I need to keep my tummy muscles tight when balancing</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to combine side-steps with 180° front pivots off either foot</p> <p>To be able to combine side-steps with 180° reverse pivots off either foot</p> <p>To be able to skip with knee and opposite elbow both at 90° angle</p> <p>To be able to hopscotch forwards and backwards, hopping on the same leg (right and left)</p> <p>To be able to stand still for 30 seconds, maintaining balance and on both legs</p> <p>To be able to complete 5 mini-squats, maintaining balance and on both legs</p> <p><b>Key Vocabulary:</b></p> <p>Muscles, straight. Mini-squat, freeze, dominant</p>	<p><b>Links to prior learning:</b> <i>I can jump from 2 feet to 2 feet forwards, backwards and side to side. To be able to, in a seated position for 10 seconds, balance with no hands or feet touching the floor</i></p> <p><i>To be able to work sensibly with others, taking turns and sharing</i></p> <p><b>Area of P.E – Unit 2: Social</b></p> <p><b>Key Concept –</b> <b>Dynamic balance / Static balance</b></p> <p><b>Big Question:</b> How many different types of jumps can you do?</p> <p><b>Curricular Goals</b></p> <p><b>Dynamic balance</b></p> <p>To be able to jump from 2 feet to 2 feet with a quarter turn in both directions as well as being able to stand on a line and jump from 2 feet to 1 foot and freeze on landing.</p> <p><b>Static balance</b></p> <p>To be able to pick up a cone from one side, swap hands and place it on the other side and then return it whilst in a seated position with no hands or feet touching the floor</p> <p><b>Social</b></p> <p>To be able to help, praise and encourage others in their learning</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop balance individually and apply this in a range of physical activities, becoming increasingly confident and competent (Seated balance).</li><li>• To be able to master basic jumping movements and apply this to a range of physical activities, becoming increasingly confident and competent.</li><li>• To be able to engage in competitive and co-operative physical activities, both against self and partner.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to keep my tummy muscles tight when balancing</p> <p>To know that it is important to keep head up throughout a jump</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to jump from 2 feet to 2 feet with a quarter turn in both directions, maintaining balance throughout.</p> <p>To be able to stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot), maintaining balance throughout.</p> <p>To be able to pick up a cone from one side, swap hands and place it on the other side</p> <p>To be able to return the cone to the opposite side</p> <p><b>Key Vocabulary:</b></p> <p>Width, take-off, balance, jump, swing, height, control, landing (soft),</p>	<p><b>Links to prior learning:</b> <i>To be able to stand on a line with good stance for 10 seconds.</i></p> <p><b>Area of P.E – Unit 3: Cognitive</b></p> <p><b>Key Concept –</b> <b>Dynamic balance / Static balance</b></p> <p><b>Big Question:</b> How many different ways can you move forwards and backwards?</p> <p><b>Curricular Goals</b></p> <p><b>Dynamic balance</b></p> <p>To be able to maintain balance on a line whilst lifting knees up to 90° and lifting heels up to bottom.</p> <p><b>Static balance</b></p> <p>To be able to stand on a low beam with a good stance for 10 seconds maintaining balance throughout.</p> <p><b>Cognitive</b></p> <p>To be able to explain why someone is working or performing well.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop balance and apply this in a range of physical activities, individually and with others becoming increasingly confident and competent (dynamic balance and static balance stance)</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to keep my tummy muscles tight when balancing.</p> <p>To know that knees should be bent to create a good stance.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to I can walk fluidly, lifting knees up to 90°, maintaining balance on a line.</p> <p>To be able to walk fluidly, lifting heels up to bottom, maintaining balance on a line.</p> <p>To be able to stand on a low beam with a good stance for 10 seconds, maintaining balance throughout.</p> <p><b>Key vocabulary</b></p> <p>Balance, lift, maintain, stance degree, angles</p>	<p><b>Links to prior learning:</b> <i>To be able to stand and roll a ball down to my toes and back up, then round my upper body using 2 hands. To be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side. To be able to explore and describe different movements.</i></p> <p><b>Area of P.E – Unit 4: Creative</b></p> <p><b>Key Concept –</b> <b>Coordination / Counter balance</b></p> <p><b>Big Question:</b> How many different ways can you move a ball around your body?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to stand and roll a ball up and down my legs and round my upper body using 1 hand with both right and left hand, maintaining control.</p> <p><b>Counter balance</b></p> <p>To be able to hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again with a partner, maintaining balance throughout.</p> <p><b>Creative</b></p> <p>To be able to select and link movements together to fit a theme and begin to compare my movements and skills with those of others.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop coordination, both individually and with others, and apply this in a range of activities.</li><li>• To be able to develop balance cooperatively with others, becoming increasingly confident and competent and apply this in a range of physical activities.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to focus on moving the ball smoothly when controlling it.</p> <p>To know I need to keep my back straight and head up when balancing.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to sit and roll a ball up and down my legs and round my upper body using 1 hand, with both right and left hand, maintaining control.</p> <p>To be able to stand and roll a ball up and down my legs and round my upper body using 1 hand, with both right and left hand, maintaining control.</p> <p>To be able to hold on and, with a long base, lean back, hold our balance and move back together again, with a partner, maintaining balance throughout.</p> <p>To be able to hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again, maintaining balance throughout.</p> <p><b>Key vocabulary</b></p> <p>Tummy, around, alternate, apart, height</p>	<p><b>Links to prior learning:</b> <i>To be able to throw a large ball and catch the rebound with 2 hands from a 5 metre distance. To be able to react and catch a large ball dropped from shoulder height after 1 bounce, from a distance of 1, 2 &amp; 3 metres. To be able to perform a small range of skills and link two movements together.</i></p> <p><b>Area of P.E – Unit 5: Physical</b></p> <p><b>Key Concept –</b> <b>Coordination / Agility</b></p> <p><b>Big Question:</b> What does a successful throw look like?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to throw a tennis ball and catch it with each hand without a bounce as well as strike a large, soft ball along the ground with my hand 5 times in a rally.</p> <p><b>Agility</b></p> <p>To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce from a distance of 1, 2 and 3 metres.</p> <p><b>Physical</b></p> <p>To be able to perform a sequence of movements with some changes in level, direction or speed.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop coordination and apply this in a range of activities, becoming increasingly confident and competent. (Sending and receiving)</li><li>• To be able to develop agility individually and with others and apply this to a range of physical activities. (React and respond)</li><li>• To be able to participate in team games, developing simple tactics for attacking and defending.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to use backswing and follow through when throwing a ball.</p> <p>To know that it is important to keep you head steady and watch the ball when reacting to catching a ball.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to throw a tennis ball and catch it with the same hand after 1 bounce, With right and left hand, against a wall or with a partner (3 - 5 metre distance)</p> <p>To be able to throw a tennis ball and catch it with the same hand without a bounce, With right and left hand, against a wall or with a partner (3 - 5 metre distance)</p> <p>To be able to throw a tennis ball and catch it with the other hand after 1 bounce, With right and left hand, against a wall or with a partner (3 - 5 metre distance)</p> <p>To be able to throw a tennis ball and catch it with the other hand without a bounce, With right and left hand, against a wall or with a partner (3 - 5 metre distance)</p> <p>To be able to strike a large, soft ball along the ground with my hand 5 times in a rally, With right and left hand, against a wall or with a partner (3 - 5 metre distance)</p>	<p><b>Links to prior learning:</b> <i>To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres. To be able to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout. To be able to be aware of why exercise is important for good health</i></p> <p><b>Area of P.E – Unit 6: Health &amp; Fitness</b></p> <p><b>Key Concept –</b> <b>Agility / Static balance</b></p> <p><b>Big Question:</b> Is it important to exercise regularly?</p> <p><b>Curricular Goals</b></p> <p><b>Agility</b></p> <p>To be able to chase a bouncing ball fed by a partner, starting in a seated/lying position, and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres.</p> <p><b>Static balance</b></p> <p>To be able to place a cone on my tummy and take it off with the other hand in a mini-back support, maintaining balance throughout.</p> <p><b>Health &amp; Fitness</b></p> <p>To be able to say how my body feels before, during and after exercise and use equipment appropriately and move and land safely.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to develop agility individually and with others and apply this to a range of increasingly challenging physical activities. (Ball chasing)</li><li>• To be able to develop balance individually and apply this in a range of increasingly challenging physical activities. (static balance - floorwork)</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to get into a good ready position and push off hard when chasing for a ball.</p> <p>To know that it is important to keep knees in line with hips when holding a front or back support.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction, starting in a seated/lying position, over a distance of up to 10 metres and turning both ways.</p> <p>To be able to chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction, starting in a seated/lying position, over a distance of up to 10 metres and turning both ways.</p> <p>To be able to place a cone on my back and take it off with the other hand in a mini-front support, maintaining balance throughout.</p> <p>To be able to hold a mini-back support position, maintaining balance throughout.</p> <p>To be able to place a cone on my tummy and take it off with the other hand in a mini-back support, maintaining balance throughout.</p>

			To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, from a distance of 1, 2 and 3 metres. <b>Key vocabulary</b> Bounce, strike, rally, sequence. Level, direction, speed, backswing	<b>Key vocabulary</b> Support, maintain, balance, position
<b>Gymnastics</b> <b>Links to prior learning:</b> <i>To be able to perform a simple sequence including a jump, a travelling movement and a stretch balance, including the use of apparatus.</i>  <b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> What does a gymnastic sequence look like? <b>Curricular Goals</b> To be able to compose a short simple sequence of 6 or more movements using a combination of travel, roll, balance, and jump linking movements both on the floor and on simple pieces of apparatus. <b>Learning objectives</b> <ul style="list-style-type: none"><li>To be able to explore different ways of travelling, rolling, balancing and jumping, both on the floor and on a range of simple equipment (upside down benches, medium tables and tilted benches)</li><li>To be able to understand how one movement in gymnastics can link with another smoothly and continuously.</li><li>To be able to understand that movement can be performed at different speeds and on different levels in gymnastics</li><li>To be able to transfer, adapt and apply all the ideas safely to apparatus</li><li>To be able to perform a forward roll and/or a dish roll.</li><li>To be able to compose a short, simple sequence of six or more movements using different combinations of travel, roll, balance and jump on the floor (3 movements) and apparatus (3 movements).</li><li>To be able to master the basic movements of balance, agility and co-ordination and begin to apply these to gymnastics activities.</li></ul> <b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that travels, rolls, balances and jumps can be performed both on the floor and on apparatus. To know that gymnastic movements can be linked together. To know that there are different speeds and levels used in gymnastics. <b>Disciplinary Knowledge</b> <i>(Being a gymnast)</i> To be able to demonstrate different taught rolls. To be able to transfer ideas onto simple apparatus To be able to create and perform a sequence including 6 or more movements To be able to travel in a range of new ways. To be able to roll in a range of new ways. To be able to balance in a range of new ways. To be able to jump in a range of new ways. <b>Key vocabulary</b> Sequence, jump, travelling, movement, stretch, balance, apparatus, continuously, combinations, coordination, agility	<b>Dance</b> <b>Links to prior learning:</b> <i>To be able to create a dance, in a pair, to a set speed with change of direction and levels.</i>  <b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> What does it take to become a dancer? <b>Curricular Goals</b> To be able to work with a partner on in a small group to create and perform a dance which includes a change of speed, direction and level. <b>Learning objectives</b> <ul style="list-style-type: none"><li>To be able to able to explore different travelling movements – long &amp; narrow and wide &amp; short</li><li>To be able to able to understand that movement can be performed at different speeds and on different levels</li><li>To be able to able to understand how one movement can link with another smoothly and continuously.</li><li>To be able to able to perform a sequence, using simple movement patterns, showing a change of direction – forwards, backwards, left and right</li><li>To be able to able to perform whole dances with a simple structure</li><li>To be able to able to perform a simple sequence with a partner or small group</li><li>To be able to able to describe and repeat different rhythms</li><li>To be able to able to observe each other dancing and identify/describe the different actions, relationships, formations and quality of performance</li><li>To be able to able to create a dance with a change of speed, direction and level.</li></ul> <b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that movements can be performed at different speeds and on different levels. To know that one movement can link with another smoothly and continuously. To know how to observe others dancing and identify/describe the different actions, relationships, formations and quality of performance. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to able to explore different travelling movements showing different body shapes. To be able to create a dance using simple movement patterns. To be able to able to perform a dance, using simple movement patters, with a partner in small groups and as a whole class. To be able to able to describe and repeat different rhythms. <b>Key vocabulary</b> Dance, speed, direction, level, travel, narrow, wide, sequence, link, transitions, patterns	<b>Athletics</b> <b>Links to prior learning:</b> <i>To be able to use and apply taught skills in an athletic sporting event.</i>  <b>Key Concept –</b> <b>Footwork</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> How do you prepare for sports day? <b>Curricular Goals</b> To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event. <b>Learning objectives</b> <ul style="list-style-type: none"><li>To be able to master the basic movements of running and throwing</li><li>To be able to show agility and coordination in relation to running, throwing and jumping</li></ul> <b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that running races can be short or longer distances To know that there are different ways to jump in athletics To know that sometimes we need to use different styles of running, jumping and throwing depending on the athletics activity <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to able to run over different distances To be able to jump in different ways To be able to begin to recognise that there are different styles of running, jumping and throwing To be able to choose and use some different ways of running, jumping and throwing <b>Key vocabulary</b> Race, start, finish, aim, throw, coordination, distance, style		

Year 3					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Links to prior learning:</b> <i>To be able to hopscotch forwards and backwards on the same leg.</i></p> <p><b>Area of P.E – Unit 1: Personal</b> <b>Key Concept – Coordination</b> <b>Big Question:</b> How many different footwork patterns can you think of? <b>Curricular Goals</b> <b>Coordination</b> To be able to hopscotch forwards and backwards, alternating my hopping leg each time With fluency and control, starting slowly and then at maximum speed. <b>Personal</b> To be able to know where I am with my learning <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to compare their performances with previous ones and demonstrate improvement.</li><li>To be able to communicate and collaborate with teammates.</li><li>To be able to develop footwork techniques showing control.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to bend my knees to push off and land when using footwork. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to hopscotch forwards and backwards, alternating my hopping leg each time, with fluency and control, starting slowly and then at maximum speed. To be able to identify aspects of their own and others play that needs to be improved using appropriate language <b>Key vocabulary</b> Hopscotch, alternating, hopping, fluency, control, communicate, collaborate</p>	<p><b>Links to prior learning:</b> <i>To be able to jump from 2 feet to 2 feet with a quarter turn in both directions as well as being able to stand on a line and jump from 2 feet to 1 foot and freeze on landing. To be able to help, praise and encourage others in their learning</i></p> <p><b>Area of P.E – Unit 2: Social</b> <b>Key Concept – Dynamic balance</b> <b>Big Question:</b> In what sports would you need to use jumping? <b>Curricular Goals</b> <b>Dynamic balance</b> To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout. <b>Social</b> To be able to show patience and support others listening carefully to them about our work <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use different jumps both in isolation and in combination</li><li>To be able to develop technique, control and balance in jumping.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know it is important to bend knees on when taking off and landing a jump. To know it is important to help, praise and encourage teammates. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout. <b>Key vocabulary:</b> Straight, dynamic, balls of feet, momentum, maintain, forwards, freeze, backwards, side-to-side</p>	<p><b>Links to prior learning:</b> <i>To be able to maintain balance on a line whilst lifting knees up to 90° and lifting heels up to bottom. To be able to stand on a low beam with a good stance for 10 seconds maintaining balance throughout. To be able to explain why someone is working or performing well.</i></p> <p><b>Area of P.E – Unit 3: Cognitive</b> <b>Key Concept – Dynamic balance</b> <b>Big Question:</b> How can you improve your balance? <b>Curricular Goals</b> <b>Dynamic balance</b> To be able to perform a marching action, lifting knees and elbows up to a 90° angle. <b>Cognitive</b> To be able to explain what I am doing well <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop technique, control and balance.</li><li>To be able to use a range of footwork patterns in different ways and to link them to make actions and sequences of movement.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to use my arms to help me move and balance as I walk (opposite arm and leg) <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to perform a marching action, lifting knees and elbows up to a 90° angle. <b>Key vocabulary</b> Marching, action, lifting, degrees, control, balance, footwork, pattern, sequence</p>	<p><b>Links to prior learning:</b> <i>To be able to stand and roll a ball up and down my legs and round my upper body using 1 hand with both right and left hand, maintaining control.</i></p> <p><b>Area of P.E – Unit 4: Creative</b> <b>Key Concept – Coordination</b> <b>Big Question:</b> How many different ways can you throw and catch? <b>Curricular Goals</b> <b>Coordination</b> To be able to strike a ball with alternate hands in a rally and kick a ball using alternative feet. <b>Creative</b> To be able to make up my own rules and versions of activities <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to communicate, collaborate and compete with each other.</li><li>To be able to play competitive games, modified where appropriate</li><li>To be able to develop technique and control when throwing and catching.</li><li>To be able to use throwing and catching both in isolation and in combination.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that it works better to have ‘soft hands’ when catching a ball. To know that I need to use backswing and follow through when kicking or striking a ball. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to strike a ball with alternate hands in a rally, with both right and left hand, against a wall or with a partner. To be able to kick a ball with the same foot, with both right and left foot, against a wall or with a partner. To be able to kick a ball with alternate feet, against a wall or with a partner. <b>Key vocabulary</b> Strike, alternate, rally, communicate, collaborate, competitive, technique, isolation, combination</p>	<p><b>Links to prior learning:</b> <i>To be able to throw a tennis ball and catch it with each hand without a bounce as well as strike a large, soft ball along the ground with my hand 5 times in a rally. To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce from a distance of 1, 2 and 3 metres.</i></p> <p><b>Area of P.E – Unit 5: Physical</b> <b>Key Concept – Agility</b> <b>Big Question:</b> How quick are your reactions? <b>Curricular Goals</b> <b>Agility</b> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres. <b>Physical</b> To be able to select and apply a range of skills with good control and consistency <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to communicate, collaborate and compete with each other.</li><li>To be able to develop technique, control and balance when moving to catch a ball.</li><li>To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to bend the knee of my ‘catching leg’ and take my weight back to enable me to stop quickly when moving to catch a ball. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 1 metres. To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres. <b>Key vocabulary</b> React, catch, bounce, balancing, communicate, collaborate, technique, achieve</p>	<p><b>Links to prior learning:</b> <i>To be able to chase a bouncing ball fed by a partner, starting in a seated/lying position, and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres. To be able to say how my body feels before, during and after exercise and use equipment appropriately and move and land safely.</i></p> <p><b>Area of P.E – Unit 6: Health &amp; Fitness</b> <b>Key Concept – Agility</b> <b>Big Question:</b> Why is it important that we warm up before exercise <b>Curricular Goals</b> <b>Agility</b> To be able to chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. <b>Health &amp; Fitness</b> To be able to describe how and why my body changes during and after exercise <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, throwing and catching in isolation and in combination.</li><li>To be able to able to communicate and collaborate with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to keep watching the ball and concentrate on timing. <b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to chase a large rolling ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. To be able to chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. <b>Key vocabulary</b> Chase, roll, balance, position, opposite, direction, body, changes</p>

Gymnastics	Dance	Athletics
<p><b>Links to prior learning:</b> <i>To be able to compose a short simple sequence of 6 or more movements using a combination of travel, roll, balance, and jump linking movements both on the floor and on simple pieces of apparatus.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b></p> <p><b>Big Question:</b> What does It take to become a gymnast?</p> <p><b>Curricular Goal</b> To be able to design and perform a sequence of 6 or more movements including rolls, travel and jumps, both on the floor and on more complex apparatus.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to move in a variety of ways using different directions, beginning to show some strength, technique, balance, control and flexibility.</li><li>• To be able to hold a balance and explain how strength and flexibility can help improve it</li><li>• To be able to understand and show individual actions which in create a change of front and direction e.g. cartwheel/rolls (Including teddy and backwards roll) /jumps/bunny-hops to one side.</li><li>• To be able to select movements and create a sequence to illustrate change of front or direction.</li><li>• To be able to select movements and create a sequence and compare and contrast it with another.</li><li>• To be able to transfer all these ideas and skills onto apparatus and extend or adapt them as necessary.</li><li>• To be able to use space and complex apparatus safely.</li><li>• To be able to design and perform a sequence including rolls, travel and jumps, beginning to show some strength, technique, control, balance and flexibility.</li><li>• To be able to begin to communicate and collaborate with others</li><li>• To be able to begin to evaluate and reflect on their own performances</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know how strength and suppleness can help improve balance To know how to compare and contrast sequences To know what a change in front is in relation to gymnastics. To know how to compare different movements. To know how to use space and complex apparatus safely To know how to reflect on</p> <p><b>Disciplinary Knowledge</b> <i>(Being a gymnast)</i> To be able to move in a broad range of different ways. To be able to begin to cartwheel, teddy bear roll, backwards roll and bunny-hop. To be able to balance with more control To be able to design and perform a complex</p> <p><b>Key vocabulary</b> Sequence, jump, travelling, movement, stretch, balance, apparatus, continuously, combinations, coordination, agility, flexibility, control, cartwheel</p>	<p><b>Links to prior learning:</b> <i>To be able to work with a partner on in a small group to create and perform a dance which includes a change of speed, direction and level.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b></p> <p><b>Big Question:</b> How do you prepare for a dance show?</p> <p><b>Curricular Goal</b> To be able to choreograph a short dance to a given dance track that includes at least 3 dance steps.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to explore and develop dance movement/actions initiated by the stimulus with greater control, fluency and coordination</li><li>• To be able to improvise, translating ideas from a stimulus into movement</li><li>• To be able to share and create dance phrases with a partner and small group</li><li>• To be able to remember, repeat and perform phases in a dance with an awareness of tempo, dynamics and expressive qualities</li><li>• To be able to shape movement into a whole dance with a simple structure</li><li>• To be able to choreograph and perform a short dance to a given dance track that includes at least 3 dance steps</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that dance movements can be initiated by a stimulus To know what improvisation is in relation to dance To know that it is important to listen to the tempo of the music when dancing</p> <p><b>Disciplinary Knowledge</b> <i>(Being a dancer)</i> To be able to create a dance phrase with a partner or with in a small group. To be able to choreograph a short dance that includes at least 3 dance steps. To be able to remember, repeat and perform phases in a dance. To be able to show awareness of tempo, dynamic and expressive qualities. To be able to create and perform a short dance, which includes 3 dance steps.</p> <p><b>Key vocabulary</b> Dance, speed, direction, level, travel, narrow, wide, sequence, link, transitions, patterns, stimulus, dynamics, expression</p>	<p><b>Links to prior learning:</b> <i>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b></p> <p><b>Big Question:</b> What is healthy competition in athletics?</p> <p><b>Curricular Goal</b> To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and evaluate the effectiveness of their own performance.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to run consistently and smoothly over different distances, beginning to show some strength, technique and control.</li><li>• To be able to demonstrate different combinations of jumps, beginning to show some strength, technique, flexibility and control.</li><li>• To be able to understand ‘pacing’ their run.</li><li>• To be able to choose and use different ways of running, jumping and throwing-dependent on the activity.</li><li>• To be able to use simple tactics when running a race.</li><li>• To be able to observe and describe specific aspects of running, jumping and throwing styles.</li><li>• To be able to evaluate the effectiveness of their own athletic and others performance.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that pacing is important for distance running. To know that different athletics activities require different ways of running, jumping and throwing. To know that tactics can be used to improve performance. To know that it is important to reflect on their own performance in order to improve.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to recognise that there are different styles of running, jumping and throwing. To be able to show some technique, strength and control in sprint running To be able to show some technique, strength and control in distance running To be able to use some technique, strength, flexibility and control in long jump. To be able to show some technique, strength, flexibility and control in hurdles To be able to show some technique, strength and control in javelin To be able to show some technique, strength and control in shot put (simplified using tennis balls)</p> <p><b>Key vocabulary</b> Race, start, finish, aim, throw, coordination, distance, style, pace, tactics,</p>

Year 4					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Swimming)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Links to prior learning:</b> <i>To be able to hopscotch forwards and backwards, alternating my hopping leg each time.</i></p> <p><b>Area of P.E – Unit 1: Personal</b> <b>Key Concept – Coordination</b> <b>Big Question: How important is it to challenge yourself in physical activity?</b> <b>Curricular Goals</b> <b>Coordination</b> To be able to complete 3 step zigzag patterns both forwards and backwards <b>Personal</b> To be able to begin to challenge myself <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop a range of footwork techniques showing control.</li><li>To be able to communicate and collaborate with each other.</li><li>To be able to compete against each other during modified competitive games and apply basic principles suitable for attacking and defending.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to keep my head up and back straight throughout different footwork patterns. To know that it is important to keep going and practising when thing is challenging. To know that I should only move on to a more difficult skill once I can do something consistently.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to complete 3 step zigzag patterns forwards, with fluency and control, starting slowly and then at maximum speed. To be able to complete 3 step zigzag patterns backwards, with fluency and control, starting slowly and then at maximum speed.</p> <p><b>Key vocabulary</b> Zigzag, patterns, footwork, techniques, attacking, defending</p>	<p><b>Links to prior learning:</b> <i>To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout.</i></p> <p><b>Area of P.E – Unit 2: Social</b> <b>Key Concept – Dynamic balance</b> <b>Big Question: How can we ensure that everyone gets to have their say within a team?</b> <b>Curricular Goals</b> <b>Dynamic balance</b> To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout. <b>Social</b> To be able to happily show and tell others about my ideas. <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use a range of different jumps both in isolation and in combination.</li><li>To be able to develop technique, control and balance in jumping.</li><li>To be able to communicate and collaborate with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that it is important to swing my arms to get the height when jumping and then use them to help balance on landing. To know it is important to listen and support others when they need help. To know it is important to share my ideas with my team.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to complete a tucked jump, maintaining balance throughout. To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout.</p> <p><b>Key vocabulary:</b> Straight, dynamic, balls of feet, momentum, maintain, forwards, freeze, backwards, side-to-side,</p>	<p><b>Key Concept – Agility / Coordination / life skill</b> <b>Big Question: How do people stay afloat and travel in water?</b> <b>Curricular Goals</b> To be able to swim competently, confidently and proficiently, using a range of stokes effectively, over a distance of 25 metres. To be able to perform safe self-rescue in different water based situations. <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to perform safe self-rescue in different water based situations</li><li>To be able to able to swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>To be able to able to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that it is important to keep my body still whilst floating. To know that being streamline in the water supports efficiency. To know that I need to blow bubbles when my face is under water.</p> <p><b>Disciplinary Knowledge</b> <i>(Being a swimmer)</i> To be able to use equipment to perform a self-rescue To be able to swim effectively using front crawl To be able to swim effectively using backstroke To be able to swim effectively using breaststroke/butterfly. To be able to demonstrate good body streamline positioning when swimming. To be able to use basic side breathing when swimming front crawl. To be able to use the correct leg kick for each stroke practised.</p> <p><b>Key vocabulary</b> Lengths, strokes, floating, front crawl, backstroke, streamline, breathing, leg kick</p>	<p><b>Links to prior learning:</b> <i>To be able to strike a ball with alternate hands in a rally and kick a ball using alternative feet.</i></p> <p><b>Area of P.E – Unit 4: Creative</b> <b>Key Concept – Coordination</b> <b>Big Question: What techniques do you need for successful throwing and catching/sending and receiving?</b> <b>Curricular Goals</b> <b>Coordination</b> To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning. <b>Creative</b> To be able to recognise similarities and differences in movements and expression <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop technique, control and balance within a range of ball skills.</li><li>To be able to apply and develop a range of coordination ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement.</li><li>To be able to communicate and collaborate with each other.</li><li>To be able to compete against each other during modified competitive games (squash).</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that it is important to vary speed of the ball when passing and receiving to suit the situation. To know that it is important to consider speed, tempo and body positioning when looking at similarities and differences.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning, with both right and left hand, against a wall or with a partner.</p> <p><b>Key vocabulary</b> Alternatively, balance, control, movement, expression, coordination. Sequence,</p>	<p><b>Links to prior learning:</b> <i>To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres. To be able to select and apply a range of skills with good control and consistency</i></p> <p><b>Area of P.E – Unit 5: Physical</b> <b>Key Concept – Agility</b> <b>Big Question: How can tactics help you in a game situation?</b> <b>Curricular Goals</b> <b>Agility</b> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 3 metres. <b>Physical</b> To be able to select and apply a range of skills with good control and consistency. <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop technique, control and balance within a range of agility ball skills.</li><li>To be able to communicate and collaborate with each other.</li><li>To be able to compete against each other during modified competitive games.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that, when reacting to a ball, it is important to start quickly and accelerate by pushing off hard with my feet. To know that it is important to select and apply the correct balance, movement patterns and catching technique in order to be constantly successful.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres.</p> <p><b>Key vocabulary</b> React, balance, distance, technique, control, communicate, agility, collaborate</p>	<p><b>Links to prior learning:</b> <i>To be able to chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. To be able to describe how and why my body changes during and after exercise</i></p> <p><b>Area of P.E – Unit 6: Health &amp; Fitness</b> <b>Key Concept – Agility</b> <b>Big Question: How do our bodies react to exercise?</b> <b>Curricular Goals</b> <b>Agility</b> To be able to chase a tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. <b>Health &amp; Fitness</b> To be able to explain why we need to warm-up and cool down <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop balance, technique and control within a range of agility skills.</li><li>To be able to apply and develop a range of agility ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement.</li><li>To be able to able to use running, throwing and catching in isolation and in combination.</li><li>To be able to communicate and collaborate with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that I need to move my feet quickly to get into the collecting position To know that it is useful to run well past the ball to give me more time.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to chase a rolling tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. To be able to chase a bouncing tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m.</p> <p><b>Key vocabulary</b> Chase, balance, position, opposite, direction,</p>

Gymnastics	Dance	Athletics
<p><b>Links to prior learning:</b> <i>To be able to design and perform a sequence of 6 or more movements including rolls, travel and jumps, both on the floor and on more complex apparatus.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> How does Simone Biles create a floor routine? <b>Curricular Goal</b> To be able to design and perform a sequence, with a partner including rolls, travel, jumps and balances, both on the floor and on more complex apparatus. <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to able to use space and more complex apparatus safely, showing some strength, technique, balance, control and flexibility.</li><li>• To be able to able to identify and use skills which transfer weight from feet to hands and back to feet again, showing some strength, technique, balance, control and flexibility.</li><li>• To be able to able to move into and perform a range of skills with control and accuracy, showing some strength, technique, balance, control and flexibility.</li><li>• To be able to able to demonstrate how to land safely</li><li>• To be able to able to match different types of jumps with different rolls</li><li>• To be able to able to create a sequence with a partner linking rolls with jumps, balances and travelling movements</li><li>• To be able to able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor</li><li>• To be able to able to design and perform a sequence with a partner including rolls, travel, jumps and balances</li><li>• To be able to communicate and collaborate with others</li><li>• To be able to evaluate and reflect on their performances</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that jumps need to be landed safely. To know that floor ideas can be transferred onto apparatus. To know how to use more complex apparatus safely To know what good control and accuracy looks like in gymnastics</p> <p><b>Disciplinary Knowledge</b> <i>(Being a gymnast)</i> To be able to transfer weight from hands to feet and back again To be able to match a range of jumps and rolls To be able to extend all ideas onto apparatus in a range of ways. To be able to design a sequence with a partner including a range of taught skills.</p> <p><b>Key vocabulary</b> Sequence, jump, travelling, movement, stretch, balance, apparatus, continuously, combinations, coordination, agility, flexibility, control, cartwheel,</p>	<p><b>Links to prior learning:</b> <i>To be able to choreograph a short dance to a given dance track that includes at least 3 dance steps.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Static balance</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> How could you dance at a country theme party? <b>Curricular Goals</b> To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to show an understanding of shapes, levels and speeds</li><li>• To be able to understand how to move into and from a range of skills with control and accuracy e.g. jumping in dance</li><li>• To be able to refine, repeat and remember dance phrases as an individual and in pairs</li><li>• To be able to develop a dance motif using speed and action</li><li>• To be able to create a sequence side by side with a partner</li><li>• To be able to display clarity of body shape in dance</li><li>• To be able to link dance movements/sections using appropriate transitional movements</li><li>• To be able to choose and use appropriate dynamics in dance</li><li>• To be able to use different group formations to interpret dance ideas</li><li>• To be able to perform with an understanding of the mood of a dance</li><li>• To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know that dance involves different shapes, levels and speeds To know it is important to have clear body shapes when dancing To know what a transitional movements are used in dance to link phrases To know the formations are used in dance to add interest and variety To know that dynamics are how a dancer moves</p> <p><b>Disciplinary Knowledge</b> <i>(Being a dancer)</i> To be able to move between skills showing control and accuracy To be able to learn and practise dance phrases To be able to use make choices about the speed of a dance To be able to choreograph a side by side dance alongside a partner To be able to create transitional movements To be able to show different formations To be able to create and perform a short dance, which includes at least 3 dance steps.</p> <p><b>Key vocabulary</b> Dance, speed, direction, level, travel, narrow, wide, sequence, link, transitions, patterns, stimulus, dynamics, expression</p>	<p><b>Links to prior learning:</b> <i>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and evaluate the effectiveness of their own performance.</i></p> <p><b>Key Concept –</b> <b>Footwork</b> / <b>Dynamic balance</b> / <b>Agility</b> / <b>Coordination</b> <b>Big Question:</b> How can an athlete get better? <b>Curricular Goals</b> To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and describe and evaluate the effectiveness of performance and recognise aspects that need to be improved. <b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to understand and demonstrate the difference between sprinting and running for sustained periods of time</li><li>• To be able to demonstrate a range of throwing techniques, with some strength, technique, balance, control and flexibility.</li><li>• To be able to throw with some accuracy and power into a target area</li><li>• To be able to consolidate and improve the quality, range and consistency of techniques used for particular activities</li><li>• To be able to perform a range of jumps, showing consistent techniques, with some accuracy strength, technique, balance, control and flexibility.</li><li>• To be able to describe and evaluate the effectiveness of performance and recognise aspects that need to be improved</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i> To know what pacing is in relation to running. To know that tactics can be used when racing over different distances. To know that sprint running is used over a short distance and pace running is over a longer distance. To know the correct body positioning for throwing a javelin and shot put To know the rules of triple jump (same foot, opposite foot, both feet)</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i> To be able to show technique, strength and control in sprint running. To be able to show technique, strength and control in distance running, including pacing. To be able to show technique, strength, flexibility and control in long jump. To be able to show technique, strength, flexibility and control in triple jump. To be able to show technique, strength, flexibility and control in hurdles. To be able to show technique, strength and control in javelin. To be able to show technique, strength and control in shot put.</p> <p><b>Key vocabulary</b> Race, start, finish, aim, throw, coordination, distance, style, pace, tactics, strength, flexibility, control, pace, javelin, hurdles, shotput, sprint, long jump, triple jump</p>

Year 5					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Links to prior learning:</b> <i>To be able to hopscotch forwards and backwards, alternating my hopping leg each time with fluency and control, starting slowly and then at maximum speed.</i></p> <p><b>Area of P.E – Unit 4 Physical</b></p> <p><b>Key Concept – <a href="#">Dynamic balance</a>/ <a href="#">Static balance</a></b></p> <p><b>Big Question:</b> How do we use our body differently when combining jumps?</p> <p><b>Curricular Goals</b></p> <p><b>Dynamic Balance</b></p> <p>To be able to hop forwards and backwards, as well as sideways, raising my knee and freezing on landing maintaining balance and landing on a line.</p> <p><b>Static Balance</b></p> <p>To be able to stand still on an uneven surface for 30 seconds with eyes closed, complete 10 squats into ankle extensions and complete 5 squats with eyes closed.</p> <p><b>Personal</b></p> <p>To be able to perform a variety of movements and skills with good body tension and link actions together so that they flow in running, jumping and throwing activities.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to jump in isolation and in combination.</li><li>To be able to develop control and balance, comparing their performances with previous ones, demonstrating improvement to achieve their personal best.</li><li>To be able to play modified competitive games, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it is important to land softly on the balls of my feet when landing a jump, aiming making minimal noise.</p> <p>To know that it is important to evaluate my own performance and recognise my successes.</p> <p>To know that it is important to look forward and imagine a focus point wen balancing.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to jump from 2 feet to 2 feet forwards, backwards and side-to-side, maintaining balance and landing on a line.</p> <p>To be able to hop forward and backwards, freezing on landing, maintaining balance and landing on a line.</p> <p>To be able to jump from 1 foot to the other forwards and backwards, freezing on landing, maintaining balance and landing on a line.</p> <p>To be able to hop sideways, raising my knee and freezing on landing, maintaining balance and landing on a line.</p> <p>To be able to jump from 1 foot to the other sideways, raising my knee and freezing on</p>	<p><b>Area of P.E – Netball</b></p> <p><b>Key Concept – <a href="#">Footwork</a> / <a href="#">Dynamic balance</a> / <a href="#">Agility</a> / <a href="#">Coordination</a></b></p> <p><b>Big Question:</b> How important is it to be able to react and respond to the ball?</p> <p><b>Curricular Goals</b></p> <p>To be able to successfully use all taught skills when competing in a netball match.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, jumping, throwing and catching in isolation and combination in netball.</li><li>To be able to develop technique and control in netball.</li><li>To be able to play a modified competitive game of netball, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know the basic rules of netball.</p> <p>To know that I should work off the balls of my feet when practising footwork.</p> <p>To know that it is important to cooperate well with others when playing in a team.</p> <p>To know that it is important to land softly on the balls of my feet when landing a jump, aiming making minimal noise.</p> <p>To know that I need to keep my eyes focused on the ball when receiving a pass.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to use a range of tactics to keep possession of the ball to get into a position to shoot or score.</p> <p>To be able to use a range of techniques to pass and travel with the ball suitable for netball.</p> <p>To be able to dodge, mark, signal for the ball and intercept.</p> <p>To be able to show an understanding of simple strategies for attack and defence.</p> <p>To be able to play co-operatively with some confidence in small sided invasion games using various formations (3v1, 3v2, 3v3, 4v4).</p> <p>To be able to use the basic rules of netball, following them without dispute.</p> <p>To be able to begin to invent new rules for a modified game and begin to adapt them to make the game more challenging.</p> <p><b>Key vocabulary</b></p> <p>Control, attacking, defending, footwork, cooperation, landing, receiving, passing, dodge, mark, signal, strategies, invasion game, pivot</p>	<p><b>Links to prior learning:</b> <i>To be able to complete 3 step zigzag patterns both forwards and backwards. To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 3 metres.</i></p> <p><b>Area of P.E – Unit 5 Health and Fitness</b></p> <p><b>Key Concept – <a href="#">Static balance</a>/ <a href="#">Coordination</a></b></p> <p><b>Big Question:</b> How important are tactics in a game situation?</p> <p><b>Curricular Goals</b></p> <p><b>Static Balance</b></p> <p>To be able to catch a small ball thrown close to and away from my body, first whilst stood on a line and then whilst stood on a low beam.</p> <p><b>Coordination</b></p> <p>To be able to move in a 3-step zigzag pattern, with a knee raise across my body or lifting my foot up behind me, just before I change lead leg and direction, with fluency and control, starting slowly and then at maximum speed</p> <p><b>Personal</b></p> <p>To be able to record and monitor how hard I am working, explain how often and how long I should exercise to be healthy and describe the basic fitness components.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to develop technique.</li><li>To be able to develop control and balance.</li><li>To be able to compare performances with previous ones, demonstrating improvement to achieve their personal best.</li><li>To be able to link a range of footwork skills to make a sequence of movement.</li><li>To be able to play modified competitive games, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that my feet need to be shoulder width apart and knees bent when maintaining balance on a line.</p> <p>To know that I should work off the balls of my feet when practising footwork.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to raise alternate knees to opposite elbow 5 times, on a line and then a low beam, maintaining balance.</p> <p>To be able to catch a large ball thrown at knee height and above my head, on a line and then a low beam, maintaining balance.</p> <p>To be able to catch a large ball thrown away from my body, on a line and then a low beam, maintaining balance.</p> <p>To be able to catch a small ball thrown close to and away from my body, on a line and then a low beam, maintaining balance.</p> <p>To be able to combine 3-step zigzag patterns with cross-over (swerve) when I change my lead leg (crossing my back leg over my lead leg, planting it on the floor), with fluency and control, starting slowly and then at maximum speed.</p>	<p><b>Area of P.E – Football</b></p> <p><b>Key Concept – <a href="#">Footwork</a> / <a href="#">Dynamic balance</a> / <a href="#">Agility</a> / <a href="#">Coordination</a></b></p> <p><b>Big Question:</b> What does it take to play for Hull City FC?</p> <p><b>Curricular Goal</b></p> <p>To be able to successfully use all taught skills when competing in a football match.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, jumping, throwing and catching in isolation and combination.</li><li>To be able to develop technique and control.</li><li>To be able to play a modified competitive game of football, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that rules give games structure and fairness.</p> <p>To know that tactics for attacking and defending can be modified and improved in response to a game.</p> <p>To know that I need to keep my eyes focused on the ball when receiving a pass.</p> <p>To know the basic rules of football.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to use a range of tactics to keep possession of the ball to get into a position to shoot or score.</p> <p>To be able to use a range of techniques to pass and travel with the ball suitable for football.</p> <p>To be able to dodge, mark, signal for the ball and intercept.</p> <p>To be able to show an understanding of simple strategies for attack and defence.</p> <p>To be able to play co-operatively and confidently in small sided invasion games using various formations (3v1, 3v2, 3v3, 4v4).</p> <p>To be able to use the basic rules of football, following them without dispute.</p> <p>To be able to invent new rules for a modified game and be able to adapt them to make the game more challenging.</p> <p><b>Key vocabulary</b></p> <p>Attacking, defending, invasion game, passing, striking</p>	<p><b>Links to prior learning:</b> <i>To be able to chase a tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning.</i></p> <p><b>Area of P.E – Unit 6 Personal</b></p> <p><b>Key Concept – <a href="#">Coordination</a> / <a href="#">Agility</a></b></p> <p><b>Big Question:</b> What sports involve ball chasing as well as sending and receiving?</p> <p><b>Curricular Goals</b></p> <p><b>Coordination</b></p> <p>To be able to throw 2 tennis balls against a wall in a circuit, in both directions with right and left hand.</p> <p><b>Agility</b></p> <p>To be able to roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction from a distance of up to 10 metres.</p> <p><b>Personal</b></p> <p>To be able to cope well and react positively when things become difficult as well as being able to persevere with a task and improve my performance through regular practice</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, throwing and catching in isolation and combination.</li><li>To be able to develop technique and control.</li><li>To be able to play modified competitive games, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that I need to move my feet to get in line with the ball when receiving.</p> <p>To know that it is important to move my feet quickly to get into the receiving position in good time.</p> <p>To know that it is important to cooperate well with others when playing in a team.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to alternately throw and catch 2 tennis balls against a wall, with rights and left hand.</p> <p>To be able to throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over), with rights and left hand.</p> <p>To be able to throw 2 tennis balls against a wall in a circuit, in both directions, with rights and left hand.</p> <p>To be able to roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction, over a distance of up to 10 metres and turning both ways.</p> <p>To be able to roll and chase a tennis ball, stopping it with my knee sideways onto the ball</p>	<p><b>Area of P.E – Rounders</b></p> <p><b>Key Concept – <a href="#">Footwork</a> / <a href="#">Agility</a> / <a href="#">Coordination</a></b></p> <p><b>Big Question:</b> What skills does it take to play a rounders match?</p> <p><b>Curricular Goals</b></p> <p>To be able to successfully use all taught skills when competing in a rounders match.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to begin to use running, throwing and catching in isolation and combination in rounders.</li><li>To be able to develop technique and control.</li><li>To be able to begin to play a modified competitive game of rounders, applying the basic principles of attacking and defending.</li><li>To be able to begin to evaluate and recognise their own success in rounders</li><li>To be able to enjoy communicating, collaborating and competing with each other in rounders</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that rounders requires both striking and fielding positions</p> <p>To know and identify good striking and fielding techniques</p> <p>To know how best to intercept and field a ball to return it</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to strike a ball with confidence and control and direct it accurately into a simple target area.</p> <p>To be able to receive the ball from one direction and throw or strike it away in another direction.</p> <p>To be able to use tactics to support team mates and cause problems for the opposition</p> <p>To be able to talk about possible problems from opponents and discuss possible solutions</p> <p>To be able to combine skills to play effectively in small sided striking/fielding games using simple tactic for attack and defence e.g. working as a team to field the ball</p> <p>To be able to understand how to direct or place a ball into spaces in order to score</p> <p>To be able to intercept and field a ball to return it</p> <p>To be able to apply skills to play small sided games.</p> <p>To be able to demonstrate an understanding of simple strategies for fielding and striking in rounders</p> <p>To be able to apply tactics to a small sided game scenario.</p> <p><b>Key vocabulary</b></p> <p>Running, throwing, catching, isolation, combination, striking, fielding, intercept, tactics</p>

<p>landing, maintaining balance and landing on a line.</p> <p>To be able to stand still on an uneven surface for 30 seconds, on each leg, maintaining balance throughout.</p> <p>To be able to stand still on an uneven surface for 30 seconds with eyes closed, on each leg, maintaining balance throughout.</p> <p>To be able to complete 10 squats into ankle extensions, on each leg, maintaining balance throughout.</p> <p>To be able to complete 5 squats with eyes closed, on each leg, maintaining balance throughout.</p> <p><b>Key vocabulary</b></p> <p>Uneven, surface, squats, extensions, balance, maintain, isolation, combination</p>	<p>To be able to move in a 3-step zigzag pattern, with a knee raise across my body just before I change lead leg and direction, with fluency and control, starting slowly and then at maximum speed.</p> <p>To be able to move in a 3-step zigzag pattern, lifting my foot up behind me just before I change lead leg and direction, with fluency and control, starting slowly and then at maximum speed.</p> <p><b>Key vocabulary</b></p> <p>Zigzag pattern, raise, maintain, balance, healthy, fitness,</p>	<p>(long barrier position) facing the opposite direction, over a distance of up to 10 metres and turning both ways.</p> <p>To be able to roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction, over a distance of up to 10 metres and turning both ways.</p> <p><b>Key vocabulary</b></p> <p>Perseverance, footwork, alternate, opposite, chase, stop</p>
<p><b>Gymnastics</b></p> <p><b>Links to prior learning:</b> <i>To be able to design and perform a sequence, with a partner including rolls, travel, jumps and balances, both on the floor and on more complex apparatus.</i></p> <p><b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to get a gymnast to a World Championships event?</p> <p><b>Curricular Goal</b></p> <p>To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls, including the use of more complex apparatus.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to demonstrate how to land safely and sink down into a roll on the floor, matching different types of jumps with different rolls.</li><li>• To be able to demonstrate a variety of balanced positions, including ones with feet high, showing strength, technique, balance, control and flexibility.</li><li>• To be able to identify and use a range of travelling, jumping and turning movements on different levels showing ways of balancing on different body parts.</li><li>• To be able to move smoothly into and from a balance and link balances with travelling and rolling actions as well as moving in different directions.</li><li>• To be able to show a variety of travelling, jumping, rolling and balancing skills, showing strength, technique, balance, control and flexibility.</li><li>• To be able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor.</li><li>• To be able to observe and describe the movements of others in gymnastics using appropriate and descriptive language.</li><li>• To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls.</li><li>• To be able to enjoy communicating and collaborating with others</li><li>• To be able to effectively evaluate and reflect on their performances</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that jumps needed to be landed safely and explain how to do this.</p> <p>To know that there is a link between body tension and quality of performance.</p> <p>To know and understand that a range of different body parts are capable of receiving weight</p> <p>To know how to observe the gymnastic movements of others, and use appropriate language to describe this.</p> <p><b>Disciplinary Knowledge</b> <i>(Being a gymnast)</i></p> <p>To be able to jump from more complex apparatus and land safely</p> <p>To be able to hold a range of balances</p> <p>To be able to travel, jump and turn at different levels</p> <p>To be able demonstrate a range of travels, jumps, rolls and balances</p> <p>To be able to link together balances, travels and rolls</p> <p><b>Key vocabulary</b></p> <p>Sequence, jump, travelling, movement, stretch, balance, apparatus, continuously, combinations, coordination, agility, flexibility, control, cartwheel,</p>	<p><b>Dance</b></p> <p><b>Links to prior learning:</b> <i>To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps</i></p> <p><b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to get to the finals of Britain’s Got Talent as a dancer?</p> <p><b>Curricular Goal</b></p> <p>To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to refine, repeat and remember dance phrases as an individual and in pairs</li><li>• To be able to develop a dance motif using speed and action</li><li>• To be able to demonstrate movement patterns and work with a partner to structure a dance using unison, mirroring and canon</li><li>• To be able to link dance movements/ sections using appropriate transitional movements</li><li>• To be able to show an understanding of shapes, levels and speeds</li><li>• To be able to understand how to move into and from a range of skills with control and accuracy</li><li>• To be able to perform dance movement with clear control and balance in both shape and action</li><li>• To be able to perform with an understanding of the mood of a dance</li><li>• To be able to understand how dance communicates character moods, ideas and feeling</li><li>• To be able to respond imaginatively through movement to a range of dance stimuli</li><li>• To be able to choose and use appropriate dynamics in dance</li><li>• To be able to observe and describe the movements of others in dance using appropriate and descriptive language</li><li>• To be able to make simple assessments of performance and composition based on criteria set by the teacher</li><li>• To be able to choreograph and perform a dance with a partner, using a range of movement patterns, including mirroring, control, balance, action and mood.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know what is meant by a dance motif.</p> <p>To know that unison means all together</p> <p>To know that canon means one after the other</p> <p>To know that dances have different moods</p> <p>To know that dance communicates character moods, ideas and feeling.</p> <p>To know that different dynamics are appropriate to different dances.</p> <p>To know how to assess a dance performance</p> <p><b>Disciplinary Knowledge</b> <i>(Being a dancer)</i></p> <p>To be able to communicate and collaborate with others</p> <p>To be able to use a range of transitional movements.</p> <p>To be able to practise and perform dance phrases</p> <p>To be able to put movements together to make a motif</p> <p>To be able to use canon in dance</p> <p>To be able to use a range of stimuli to inspire dance movements</p> <p>To be able to create and perform a short dance, which includes mirroring, control, balance, action and mood.</p> <p><b>Key vocabulary</b></p> <p>Dance, speed, direction, level, travel, narrow, wide, sequence, link, transitions, patterns, stimulus, dynamics, expression</p>	<p><b>Athletics</b></p> <p><b>Links to prior learning:</b> <i>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and describe and evaluate the effectiveness of performance and recognise aspects that need to be improved.</i></p> <p><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to get an athlete to the Olympics?</p> <p><b>Curricular Goals</b></p> <p>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and compare and contrast performance using appropriate language</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>• To be able to use running and throwing in isolation and in combination, showing strength, technique, balance, control and flexibility.</li><li>• To be able to run at different speeds smoothly and with consistency</li><li>• To be able to demonstrate the difference between sprinting and running for sustained periods of time</li><li>• To be able to understand ‘pacing’ to keep going maintaining quality of action</li><li>• To be able to demonstrate a range of throwing techniques (in shot put, discus, Javelin and a range of balls), with some accuracy strength, technique, balance, control and flexibility.</li><li>• To be able to recognise and use different jumping styles (long jump and triple jump) with some accuracy strength, technique, balance, control and flexibility.</li><li>• To be able to perform a range of jumps, showing consistent techniques.</li><li>• To be able to compare and contrast performances using appropriate language</li><li>• To be able to describe and evaluate the effectiveness of performance and recognise aspects</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that it pacing is used as a way of supporting the runner to keep going.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to show good technique, strength and control in sprint running up to 100m.</p> <p>To be able to show good technique, strength and control in longer distance running, including pacing.</p> <p>To be able to show good technique, strength, flexibility and control in long jump and triple jump</p> <p>To be able to show good technique, strength, flexibility and control in hurdles.</p> <p>To be able to show good technique, strength and control in javelin, shotput and discus.</p> <p><b>Key vocabulary</b></p> <p>Race, start, finish, aim, throw, coordination, distance, style, pace, tactics, strength, flexibility, control, hurdles, discus, sprint, pace, javelin, shotput, long jump, triple jump</p>

Year 6					
Autumn 1 (Residential)	Autumn 2 (Games)	Spring 1	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p><b>Area of P.E – Outdoor and Adventurous Activities</b></p> <p><b>Key Concept – Life skills</b></p> <p><b>Big Question: How does it feel to complete an outdoor adventurous activity?</b></p> <p><b>Curricular Goal</b></p> <p>To be able to take part in and understand how the challenge of outdoor and adventurous activities can help to improve fitness, health and well-being.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to take part in outdoor and adventurous activity challenges both individually and within a team.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that it takes courage and determination to take part in new and adventurous activities.</p> <p>To know that teamwork is important to succeed in some activities.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to take part in activities which require height.</p> <p>To be able to apply all previously taught skills to outdoor and adventurous activities.</p> <p><b>Key vocabulary</b></p> <p>Fitness, health, well-being, courage, determination, teamwork, succeed</p>	<p><b>Links to prior learning:</b> <i>To be able to able to use running, jumping, throwing and catching in isolation and combination in netball. To be able to develop technique and control in netball. To be able to play a modified competitive game of netball, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other.</i></p> <p><b>Area of P.E – Netball/basketball</b></p> <p><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question: How important is dynamic balance in netball and basketball?</b></p> <p><b>Curricular Goal</b></p> <p><b>Coordination</b></p> <p>To be able to successfully use all taught skills when competing in a basketball/netball match.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, jumping, throwing and catching in isolation and combination in both basketball and netball drills and modified games.</li><li>To be able to develop technique and control in both basketball and netball drills and modified games.</li><li>To be able to play a modified competitive games of netball and basketball, applying the basic principles of attacking and defending.</li><li>To be able to constructively evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know the basic rules of netball and basketball, and what their similarities and differences are.</p> <p>To know that I should work off the balls of my feet when practising footwork.</p> <p>To know that it is important to cooperate well with others when playing in a team.</p> <p>To know that it is important to land softly on the balls of my feet when landing a jump, aiming making minimal noise.</p> <p>To know that I need to keep my eyes focused on the ball when receiving a pass.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to use a range of tactics to successfully keep possession of the ball to get into a position to shoot or score.</p> <p>To be able to use a broad range of techniques to pass and travel with the ball suitable for netball.</p> <p>To be able to dodge, mark, signal for the ball and intercept in a game situation</p> <p>To be able to show a good understanding of simple strategies for attack and defence.</p>		<p><b>Area of P.E – Touch Rugby</b></p> <p><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question: How many different types of footwork do you use in touch rugby?</b></p> <p><b>Curricular Goal</b></p> <p><b>Coordination</b></p> <p>To be able to successfully use all taught skills when competing in a touch rugby match.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, jumping, throwing and catching in isolation and combination in touch rugby drills and modified games.</li><li>To be able to develop technique and control in touch rugby drills and modified games.</li><li>To be able to play a modified competitive game of touch rugby, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know the basic rules of touch rugby.</p> <p>To know that I should work off the balls of my feet when practising footwork.</p> <p>To know that it is important to cooperate well with others when playing in a team.</p> <p>To know that it is important to land softly on the balls of my feet when landing a jump, aiming making minimal noise.</p> <p>To know that I need to keep my eyes focused on the ball when receiving a pass.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to use a range of tactics to successfully keep possession of the ball to get into a position to score.</p> <p>To be able to use a broad range of techniques to pass and travel with the ball suitable for touch rugby.</p> <p>To be able to dodge, mark, signal for the ball and intercept in a game situation</p> <p>To be able to show a good understanding of simple strategies for attack and defence.</p> <p>To be able to play co-operatively and confidently in small sided invasion games using various formations (3v1, 3v2, 3v3, 4v4).</p> <p>To be able to use the basic rules of both netball and basketball, following them without dispute.</p> <p>To be able to invent new rules for a modified game of touch rugby and be able to adapt them independently to make the game more challenging.</p> <p><b>Key vocabulary</b></p> <p>Attacking, defending, invasion game, passing, scoring, try, marking,</p>	<p><b>Links to prior learning:</b> <i>To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout.</i></p> <p><b>Area of P.E – Unit 3 Social</b></p> <p><b>Key Concept – Dynamic balance / Counter balance</b></p> <p><b>Big Question: How does a team work best together?</b></p> <p><b>Curricular Goals</b></p> <p><b>Dynamic Balance</b></p> <p>To be able to lunge walk forwards, bringing opposite elbow up to a 90° angle as well as walk fluidly, lifting heels up to bottom and using a heel to toe landing maintaining balance on a line with eyes closed.</p> <p><b>Counter Balance</b></p> <p>To be able to stand on 1 leg while holding on to my partner’s opposite leg, with a partner maintaining balance throughout.</p> <p><b>Personal</b></p> <p>To be able to organise roles and responsibilities to guide a small group through a task, co-operating well and giving helpful feedback.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to develop control and balance, comparing their performances with previous ones, demonstrating improvement to achieve their personal best.</li><li>To be able to play modified competitive games, applying the basic principles of attacking and defending.</li><li>To be able to enjoy communicating and collaborating within a team.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that it is important to use my arms to help balance whilst moving, bringing them from hips to lips.</p> <p>To know that it is important to hold with straight arms when leaning back in a partner balance.</p> <p>To know that it is important to cooperate well with others and give helpful feedback.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing, maintaining balance on a line.</p> <p>To be able to lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing), maintaining balance on a line.</p> <p>To be able to lunge walk forwards, bringing opposite elbow up to a 90° angle, maintaining balance on a line.</p> <p>To be able to complete all red dynamic balance challenges with eyes closed, maintaining balance on a line.</p> <p>To be able to stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together, with a partner maintaining balance throughout.</p> <p>To be able to stand on 1 leg while holding on to my partner’s opposite leg, with a partner maintaining balance throughout.</p>	<p><b>Links to prior learning:</b> <i>To be able to successfully use all taught skills when competing in a rounders match.</i></p> <p><b>Area of P.E – Rounders</b></p> <p><b>Key Concept – Footwork / Agility / Coordination</b></p> <p><b>Big Question: What skills does it take to play a rounders match?</b></p> <p><b>Curricular Goal</b></p> <p>To be able to successfully use all taught skills when competing in a rounders match.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to able to use running, throwing and catching in isolation and combination.</li><li>To be able to develop technique and control.</li><li>To be able to play a modified competitive game of rounders, applying the basic principles of attacking and defending.</li><li>To be able to evaluate and recognise their own success.</li><li>To be able to enjoy communicating, collaborating and competing with each other.</li></ul> <p><b>Substantive Knowledge</b> (To know and remember)</p> <p>To know that there are different ways of throwing more suited to different tactics.</p> <p>To know that my feet need to be shoulder width apart and knees bent when using a bat to strike.</p> <p><b>Disciplinary Knowledge</b> (Being an athlete)</p> <p>To be able to able to know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder)</p> <p>To be able to able to throw accurately and be a reliable ‘bowler’ or ‘feeder’ of the ball (e.g. with one bounce or with no bounce)</p> <p>To be able to able to use a bat to strike a ball with accuracy and control</p> <p>To be able to able to intercept and field a ball to return it</p> <p>To be able to able to throw a ball along the ground or through the air in different directions with control.</p> <p>To be able to direct or place a ball into spaces in order to score.</p> <p>To be able to able to combine the above skills to play competitive small sided striking/fielding games.</p> <p><b>Key vocabulary</b></p> <p>Running, throwing, catching, isolation, combination, striking, fielding, intercept, tactics</p>

	<p>To be able to play co-operatively and confidently in small sided invasion games using various formations (3v1, 3v2, 3v3, 4v4). To be able to use the basic rules of both netball and basketball, following them without dispute. To be able to invent new rules for a modified game of netball and/or basketball and be able to adapt them independently to make the game more challenging.</p> <p><b>Key vocabulary</b> Control, attacking, defending, footwork, cooperation, landing, receiving, passing, dodge, mark, signal, strategies, invasion game, pivot</p>			<p><b>Key vocabulary</b> Lunge, opposite, fluidity, maintain, balance, forwards, backwards, extend</p>	
<p><b>Gymnastics</b></p> <p><b>Links to prior learning:</b> <i>To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls, including the use of more complex apparatus.</i></p> <p><b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to win a gymnastics World Championships gold medal?</p> <p><b>Curricular Goal</b> To be able to create and perform a sequence of taught skills, including the use of apparatus, with attention to the enjoyment of an audience.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to understand the short term effects of exercising in gymnastics.</li><li>To be able to warm up and practise safely.</li><li>To be able to perform counterbalance/counter-tension balances in two’s or three’s with a change in body shape, level and using different parts of the body (counter-balance is pushing or leaning against a partner and counter-tension is pulling or leaning away from a partner)</li><li>To be able to match and mirror balances with a partner using different shapes (symmetrical/asymmetrical) and levels NB some balances will have one point of contact</li><li>To be able to link four combined balances with appropriate movements showing variations in shape, level, speed and direction, and showing strength, technique, balance, control and flexibility.</li><li>To be able to understand, identify and use a variety of methods of moving into and away from balances</li><li>To be able to adapt and transfer all the skills, principles and sequences (including the long sequence) onto appropriate apparatus</li><li>To be able to use space and apparatus safely</li><li>To be able to create a sequence of taught skills, showing strength, technique, balance, control and flexibility, with attention to the enjoyment of an audience</li><li>To be able to enjoy communicating and collaborating with others</li><li>To be able to effectively and constantly evaluate and reflect on their performances.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that exercise through gymnastics has short term effects on the body.</p> <p>To know that it is important to warm up prior to gymnastics.</p> <p>To know what makes a counter balance.</p> <p>To know what makes a counter-tension balance.</p> <p>To know that it is important to consider the enjoyment of the audience when creating and performing in gymnastics.</p> <p>To know that it is important to enjoy communicating and collaborating with others.</p> <p>To know that it is important to effectively and constantly evaluate and reflect on their performances in order to develop further.</p> <p><b>Disciplinary Knowledge</b> <i>(Being a gymnast)</i></p> <p>To be able to perform counterbalance/counter-tension balances.</p> <p>To be able to match and mirror balances.</p> <p>To be able to link four combined balances with appropriate movements showing variations in shape, level, speed and direction.</p> <p>To be able to adapt and transfer longer sequences onto complex apparatus.</p> <p><b>Key vocabulary</b> Sequence, jump, travelling, movement, stretch, balance, apparatus, continuously, combinations, coordination, agility, flexibility, control, cartwheel,</p>	<p><b>Dance</b></p> <p><b>Links to prior learning:</b> <i>To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood</i></p> <p><b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to dance like Diversity?</p> <p><b>Curricular Goal</b> To be able to choreograph and perform own dance demonstrating own developed dance style</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to understand the short term effects of exercising in dance</li><li>To be able to explore when working with a partner the possible variations in level, speed and direction</li><li>To be able to use a variety of relationships when working with a partner e.g. canon, side by side, back to back, face to face, meeting and parting</li><li>To be able to use mirror movements with a partner, performed at the same time but using opposite limbs</li><li>To be able to link a series of movements and synchronise them with a partner</li><li>To be able to work with a partner/small group develop a sequence of canon movement using rhythm and timing</li><li>To be able to choose an appropriate piece of music to dance to</li><li>To be able to watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements</li><li>To be able to accept advice and use it reflectively to improve the quality of work</li><li>To be able to choreograph and perform own dance demonstrating own developed dance style.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that exercise through dance has short term effects on the body.</p> <p>To know how to identify strengths, weaknesses and improvements in dances.</p> <p>To know that it is important to accept advice in order to improve.</p> <p>To know some different dance styles</p> <p><b>Disciplinary Knowledge</b> <i>(Being a dancer)</i></p> <p>To be able to use different level, speed and direction in dance.</p> <p>To be able to use canon, side by side, back to back, face to face, meeting and parting.</p> <p>To be able to use mirror movements accurately</p> <p>To be able to choose own music suitable for the style of dance.</p> <p>To be able to dance in different styles</p> <p><b>Key vocabulary</b> Dance, speed, direction, level, travel, narrow, wide, sequence, link, transitions, patterns, stimulus, dynamics, expression</p>	<p><b>Athletics</b></p> <p><b>Links to prior learning:</b> <i>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and compare and contrast performance using appropriate language</i></p> <p><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b></p> <p><b>Big Question:</b> What does it take to win an athletics Olympic gold medal?</p> <p><b>Curricular Goal</b> To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event, Choose appropriate techniques for specific events.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"><li>To be able to explain how warming up can affect performance</li><li>To be able to perform a range of warming up activities</li><li>To be able to throw with greater control, accuracy and efficiency</li><li>To be able to perform accurate jumps in long and triple jump, showing strength, technique, balance, control and flexibility.</li><li>To be able to increase the range of techniques and show consistency in accuracy of jumps, throws and catches with increased strength, balance, control and flexibility.</li><li>To be able to perform a range of jumps showing power, control and consistency at both take-off and landing</li><li>To be able to change pace for longer and shorter distances</li><li>To be able to take part with confidence in relay races</li><li>To be able to understand and demonstrate the basic principles of relay take overs</li><li>To be able to choose appropriate techniques for specific events.</li></ul> <p><b>Substantive Knowledge</b> <i>(To know and remember)</i></p> <p>To know that warming up is important to improve performance.</p> <p>To know a range of warm up activities.</p> <p>To know the most efficient techniques for throwing</p> <p>To know the most efficient techniques for jumping.</p> <p>To know the most efficient techniques for running</p> <p>To know that retake overs are used in a relay race.</p> <p><b>Disciplinary Knowledge</b> <i>(Being an athlete)</i></p> <p>To be able to confidently show good technique, strength and control in sprint running up to 100m.</p> <p>To be able to confidently show good technique, strength and control in longer distance running, including pacing.</p> <p>To be able to show good technique, strength and control in relay racing, including basic take overs</p> <p>To be able to confidently show good technique, strength, flexibility and control in long jump and triple jump</p> <p>To be able to confidently show good technique, strength, flexibility and control in hurdles.</p> <p>To be able to confidently show good technique, strength and control in javelin, shotput and discus.</p> <p><b>Key vocabulary</b> Race, start, finish, aim, throw, coordination, distance, style, pace, tactics, strength, flexibility, control, hurdles, discus, sprint, pace, javelin, shotput, long jump, triple jump</p>			

			Physical Education			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> <li>Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.</li> <li>Some pupils (eg pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way through.</li> <li>Before starting an activity, clarify the rules of any game to be played and set how long it will be played. Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible</li> </ul>	<ul style="list-style-type: none"> <li>Before starting an activity, clarify the rules of any game to be played and set how long it will be played. Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible</li> <li>Revisiting a mind map of the same area of learning, say after three weeks of studying a topic in PE, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included</li> </ul>	<ul style="list-style-type: none"> <li>Before starting an activity, clarify the rules of any game to be played and set how long it will be played. Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible</li> </ul>	<ul style="list-style-type: none"> <li>Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.</li> <li>Reviewing progress and helping pupils to improve For example, ask pupils which key words, concepts, skills or processes were difficult and why, and how this could be improved. Ask them which parts of a task slowed them down and what could be done to make things go more efficiently – eg using a ball of a particular colour, or using a batting stand.</li> </ul>	<ul style="list-style-type: none"> <li>Before starting an activity, clarify the rules of any game to be played and set how long it will be played. Identify specific areas that activities are designed to aid or improve: eg activity A will help with coordination, activity B will improve flexibility. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in PE. This could include symbols, images or objects to make it more accessible</li> <li>Revisiting a mind map of the same area of learning, say after three weeks of studying a topic in PE, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils will require careful management of their physical regime to allow for their specific medical conditions. In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability – see appendix A. Consider what clothing may be required for expeditions or camps for pupils who have limited mobility or sensation.</li> <li>Make sure pupils are well prepared for visits – eg to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations. You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.</li> <li>Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>