



Our PE Curriculum





PE Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fundamental Movement Skills					
Reception	Fundamental Movement Skills	Fundamental Movement Skills Or Gymnastics	Fundamental Movement Skills Or Dance			
Year 1	Fundamental Movement Skills <i>(Running, Jumping, Balancing)</i>	Fundamental Movement Skills <i>(Hopping, Skipping, Side Stepping)</i> or Gymnastics	Fundamental Movement Skills <i>(Rolling, Throwing, Catching, Kicking, Striking)</i> Or Dance			
Year 2	Fundamental Movement Skills <i>(Running, Jumping, Balancing)</i>	Fundamental Movement Skills <i>(Hopping, Skipping, Side Stepping)</i> or Gymnastics	Fundamental Movement Skills <i>(Rolling, Throwing, Catching, Kicking, Striking)</i> Or Dance			
Year 3	Invasion Games or Athletics	Strike and Field or Gymnastics	OAA or Dance			
Year 4	Invasion Games or Athletics	Strike and Field or Gymnastics	OAA or Dance			
Year 5	Invasion Games or Athletics	Strike and Field or Gymnastics	OAA or Dance			
Year 6	Invasion Games or Athletics	Strike and Field or Gymnastics	OAA or Dance			



PE – Nursery

<p>Overview</p>	<p>Physical Development is Intricately interwoven with emotional, social, cognitive and language development, and underpins all other areas of a child’s learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world</p> <p>Each child’s journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. At Churchtown we ensure that children have movement-rich lives indoors and outdoors during their time in our Nursery setting.</p>
<p>Suggested Content</p>	<p>Each P.E. session is planned with a view to further developing gross motor skills and is designed to lay down foundations to improve the children’s co-ordination, confidence, core strength and listening skills.</p> <p>A typical lesson will often include, but is not limited to, warm up games, learning or skills acquisition activities, group games, individual or team challenges and a cool down at the end. In Nursery we are also well-equipped with a range of equipment to give the children the foundations for later engagement in sport.</p> <p>As the year progresses children are challenged to further develop sport-specific skills for a range of different sports that they may be introduced to when they transition to Reception. For example, they will be challenged to stop a football with the sole of their foot, walk along a balance beam that is raised 10 to 20 centimetres above the floor and engage in throwing and catching activities with one of their peers.</p> <p>Children in Nursery also take part in Forest School Sessions where they engage in activities such as climbing trees, making campfires, woodworking, building and shelters and dens, playing in mud, foraging, social games such as hide and seek, using nature for arts and crafts, animal spotting and bug hunting.</p>
<p>Required Resources</p>	<p>Selection of different sized balls, beanbags, mats, benches, low level apparatus and climbing equipment, balance bikes and scooters, soft play equipment.</p>
<p>Location</p>	<p>Old Hall/ Playground/ School Field/Forest School</p>



PE - Reception

Overview	2 full terms		Autumn 1/2	
	Fundamental Movement Skills		Fundamental Movement Skills	
				
Suggested Content	Developing, Applying and Linking Skills		Developing, Applying and Linking Skills	
	<p>Moving safely around a space</p> <p>Travelling and jumping skills</p> <p>Balancing with a partner</p> <p>Running techniques</p> <p>Rolling a ball</p> <p>Exploring underarm throwing techniques</p> <p>Hopping on one leg as a form of travelling</p> <p>Catching skills</p>		<p>Children improve their ability to move in space.</p> <p>Children travel and jump and start to show key teaching points in their work.</p> <p>Children explore balance on one foot with a partner</p> <p>Children move safely in space. Use running technique in a game Collect and grip objects Explore rolling objects</p> <p>Children to continue to explore and improve their Underarm throw.</p> <p>Children begin to learn how to work as a team</p>	
	Evaluation		Evaluation	
	<p>Can children follow instructions?</p> <p>Can children copy describe and observe what others are doing?</p>		<p>Can children follow instructions?</p> <p>Can children copy describe and observe what others are doing?</p>	
Required Resources	<p>Balls</p> <p>Beanbags</p> <p>Mats</p> <p>Spots</p>		<p>Balls</p> <p>Beanbags</p> <p>Mats</p> <p>Spots</p>	
Location	Old Hall/ Playground/ School Field		Old Hall/ Playground/ School Field	


PE - Reception

		Spring 1	Spring 2
Overview		<p>Gymnastics</p> 	<p>Fundamental Movement Skills</p> 
Suggested Content	Developing, Applying and Linking Skills	<p>To move safely and confidently in space using changes of speed, level and direction when travelling.</p> <p>To recognise how their body feels when exercising.</p> <p>To repeat and refine animal travelling actions.</p> <p>Explore travel using basic apparatus.</p> <p>Explore balancing actions on floor and apparatus</p> <p>To link together travel, jump, balance</p>	<p>Children move safely in space. Use running technique in a game Collect and grip objects Explore rolling objects</p> <p>To travel safely in space To investigate our underarm throwing skills To explore catching skills</p> <p>Children improve their rolling skills and start to translate this skill to underarm throw.</p> <p>They can explore different travelling actions such as running and jumping. Children start to control their bodies.</p>
	Evaluation	<p>What types of jumps have we explored? What position do we start in when jumping? How long should we hold the landing for? What should an audience be looking for. What is a sequence?</p>	<p>How can we jump higher? What do we need to bend? What do we need to swing How can we keep ourselves and others safe when travelling?</p>
Required Resources		Mats, large and small apparatus	<p>Balls Beanbags Mats Spots</p>
Location		Old Hall/Eyfs Hall	Old Hall/EYFS hall



PE - Reception

		Summer 1	Summer 2
Overview		<p>Fundamental Movement Skills</p> 	<p>Dance</p> 
Suggested Content	Developing, Applying and Linking Skills	<p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p>	<p>To explore and perform different travelling actions show ways different animals travel.</p> <p>To travel and stay in the correct formation.</p> <p>To understand key words canon, unison, formation levels. To be able to perform canon showing levels</p> <p>To be able to travel to a correct space and maintain formation.</p> <p>Understand how to improve own and others' performance and give feedback to assist with this.</p>
	Evaluation	Copy, observe and describe what others are doing	To discuss, compare and improve short dance phrases and simple dances.
Required Resources		<p>Balls</p> <p>Beanbags</p> <p>Mats</p> <p>Spots</p>	Music and mats
Location		Old Hall/ Playground/ School Field	Old Hall/EYFS Hall



PE - Year 1

Overview	2 full terms		Autumn 1/2	
		<p>FMS Fundamental Movement Skills</p>  <p>Show basic control and coordination when travelling and when remaining still;</p>		<p>FMS Fundamental Movement Skills</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	Developing, Applying and Linking Skills	<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>
		Evaluati		<p>To discuss, compare and improve short dance phrases and simple dances.</p>
Required Resources	<p>Balls Beanbags Mats Spots</p>		<p>Mats</p>	
Location	<p>Old Hall/ Playground/ School Field</p>		<p>Old Hall</p>	



PE - Year 1

		Spring 1/2	
Overview		<p>FMSC</p>  <p>Use basic underarm, rolling and hitting skills;</p>	<p>Gymnastics</p> 
	Suggested Content	<p>Developing, Applying and Linking Skills</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p> <p>Copy, observe and describe what others are doing</p>	<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>
Required Resources			
Location		Old Hall	

PE - Year 1

Overview		Summer	Summer
		<p>FMS Fundamental Movement Skills</p>  <p>Use basic underarm, rolling and hitting skills;</p>	<p>Dance</p> 
Suggested Content	Developing, Applying and Linking Skills	<p>Sometimes use overarm skills e.g. throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p>	<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>
	Evaluati	<p>Copy, observe and describe what others are doing</p>	<ul style="list-style-type: none"> Copy, observe and describe what others are doing
Required Resources	<p>Balls Beanbags Mats Spots</p>		<p>Mats</p>
Location	<p>Old Hall/ Playground/ School Field</p>		<p>Old Hall</p>

PE - Year 2

		2 full terms		Autumn 1/2	
Overview	<p>FMS Fundamental Movement Skills</p>  <p>Show awareness of opponents and team-mates when playing games;</p>		<p>FMS Fundamental Movement Skills</p>  <p>Show awareness of opponents and team-mates when playing games;</p>		
	Suggested Content	<p>Developing, Applying and Linking Skills</p> <ul style="list-style-type: none"> Perform basic skills of rolling, striking and kicking with more confidence; Apply these skills in a variety of simple games; Be able to throw and catch a ball with a team member; Know and understand the term intercept; Make choices about appropriate targets, space and equipment; Use a variety of simple tactics; Describe how their bodies work and feel when playing games; Work well with a partner and in a small group to improve their skills; Be able to catch a moving ball Know and understand the term 'feed' Be aware of space and use it to support team-mates and cause problems for the opposition; 	<p>Developing, Applying and Linking Skills</p> <ul style="list-style-type: none"> Perform basic skills of rolling, striking and kicking with more confidence; Apply these skills in a variety of simple games; Be able to throw and catch a ball with a team member; Know and understand the term intercept; Make choices about appropriate targets, space and equipment; Use a variety of simple tactics; Describe how their bodies work and feel when playing games; Work well with a partner and in a small group to improve their skills; Be able to catch a moving ball Know and understand the term 'feed' Be aware of space and use it to support team-mates and cause problems for the opposition; 		
		<p>Evaluating</p> <p>Copy, observe and describe what others are doing</p>	<p>Evaluating</p> <p>Copy, observe and describe what others are doing</p>		
Required Resources	<p>Balls Beanbags Mats Spots</p>		<p>Mats Spots Benches Apparatus</p>		
Location	<p>Old Hall/ Playground/ School Field</p>		<p>Old Hall</p>		

PE - Year 2

Spring Term

Overview

Spring 1/2

FMS
Fundamental Movement Skills



Show awareness of opponents and team-mates when playing games;

Perform basic skills of rolling, striking and kicking with more confidence;

Apply these skills in a variety of simple games;

Be able to throw and catch a ball with a team member;

Know and understand the term intercept;

Make choices about appropriate targets, space and equipment;

Use a variety of simple tactics;

Describe how their bodies work and feel when playing games;

Work well with a partner and in a small group to improve their skills;

Be able to catch a moving ball

Know and understand the term 'feed'

Be aware of space and use it to support team-mates and cause problems for the opposition

To discuss, compare and improve short dance phrases and simple dances.

Gymnastics



Plan and repeat simple sequences of actions; show contrasts in shape;

Perform a sequence that shows clear change of speed;

Perform the basic gymnastic actions with coordination, control and variety;

Recognise and describe how they feel after exercise;

Describe what their bodies feel like during gymnastic activity;

Describe what they and others have done;

Say why they think gymnastic actions are being performed well

Be able to perform a sequence that flows;

Suggested Content

Evaluating Developing, Applying and Linking Skills



Music

Required Resources



Location

Old Hall



PE - Year 2

		Summer Term	
		Summer 1	Summer 2
Overview		<p>Dance</p>  <p>Perform body actions with control and coordination;</p>	<p>FMS Fundamental Movement Skills</p> 
Suggested Content	Evaluating Developing, Applying and Linking Skills	<p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of Movements based on imaginary characters</p> <p>To discuss, compare and improve short dance phrases and simple dances.</p> <p>Music</p>	<p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed'</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition</p>
Required Resources			
Location			



PE - Year 3

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Invasion Games</p>  <p>Throw and catch with control to keep possession and score 'goals';</p>	<p>Athletics</p>  <p>Run at fast, medium and slow speeds, changing speed and direction;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others;</p> <p>Copy, observe and describe what others are doing</p>	<p>Be able to run, jump and throw using a variety of techniques</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results</p> <p>Develop an understanding of how to improve in different physical activities</p> <p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p>
	Evaluating	<p>Apply knowledge from watching others to their own play</p> <p>Balls (variety) Bibs Goals/Markers</p>	<p>Evaluating</p> <p>With help, recognise how performances could be improved;</p> <p>Explain how strength and suppleness affect performance;</p> <p>Mats Spots Benches</p>
Required Resources		Old Hall/ Playground/ Field	Old Hall
Location			



PE - Year 3

		Spring Term	
		Spring 1	Spring 2
Overview		<p>Gymnastics</p>  <p>Use a greater number of their own ideas for movements in response to a task;</p>	<p>Strike and Field</p> 
Suggested Content	Developing, Applying and Linking Skills	<p>Choose and plan sequences of contrasting actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p>	<p>Use a range of skills, e.g. <i>throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;</p> <p>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Suggest warm-up activities;</p>
	Evaluating	<p>Suggest improvements to their own and other people's dances</p> <p>Music</p>	<p>Identify what they do well, as individuals and as a group;</p> <p>Suggest ways to improve individuals and as a group</p> <p>Work independently</p> <p>Complete activities with confidence and competence</p>
Required Resources		Old Hall	<p>Cones</p> <p>Bibs</p> <p>Javelins</p> <p>Shotputs</p> <p>Balls</p> <p>Hurdles</p>
Location			

PE - Year 3

		Summer Term	
		Summer 1	Summer 2
Overview		<p>Athletics</p>  <p>Run at fast, medium and slow speeds, changing speed and direction;</p>	<p>Dance</p>  <p>Improvise freely, translating ideas from a stimulus into movement;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Be able to run, jump and throw using a variety of techniques</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results</p> <p>Develop an understanding of how to improve in different physical activities</p> <p>Learn to use skills in different ways and link them to make actions</p>	<p>Developing, Applying and Linking Skills</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Explain what they need to do to get ready to play games;</p>
	Evaluating		<p>Evaluating</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p>
Required Resources		<p>Cones Bibs Javelins Shotputs Balls Hurdles</p>	<p>MUSIC</p>
Location		<p>Playground / Field</p>	<p>Hall</p>

PE - Year 4

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Invasion Games</p>  <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p>	<p>Athletics</p>  <p>Link running and jumping activities with some fluency, control and consistency;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Pass and dribble with control under pressure;</p> <p>Playground / Field</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Understand that they need to defend as well as attack;</p> <p>Be able to move to the correct position in order to attempt to score;</p> <p>Lead a partner through short warm-up</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p>	<p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance</p> <p>Understand that strength and suppleness can be improved;</p>
	Evaluating	<p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p>	<p>Recognise criteria that lead to improvement, e.g. <i>changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p>
Required Resources		<p>Balls (variety)</p> <p>Bibs</p> <p>Goals/Markers</p>	<p>Mats</p> <p>Spots</p> <p>Benches</p>
Location		<p>Old Hall/ Playground/ Field</p>	<p>Old Hall</p>

PE - Year 4

Spring Term

Spring 1

Spring 2

Overview

Gymnastics



Respond imaginatively to a range of stimuli related to character and narrative;

Strike and Field



Use a range of skills, e.g. *throwing, striking, intercepting and stopping a ball*, with good control and accuracy;

Suggested Content

Developing, Applying and Linking Skills

Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;

Refine, repeat and remember dance phrases and dances;

Perform dances clearly and fluently;

Show sensitivity to the dance idea and the accompaniment;

Show a clear understanding of how to warm up and cool down safely;

Using appropriate language

Describe, interpret and evaluate dance.

Developing, Applying and Linking Skills

Choose and vary skills and tactics to suit the situation in a game;

Carry out tactics successfully;

To be able to pass and catch within a small team;

Know rules and use them fairly to keep games going;

Carry out warm ups with care and an awareness of what is happening to their bodies;

Be able to bat and run to distance bases;

Lead a partner through short warm-up routines;

Comment on how they went about tackling tasks

Evaluating

Music

Evaluating

Maps of school grounds
Orienteering tags
TBC



Required Resources

Old Hall



Across school grounds

Location



PE - Year 4

		Summer Term		
		Summer 1	Summer 2	
Overview		<p>Dance</p>  <p>Perform actions, balances, body shapes and agilities with control;</p>	<p>OAA</p>  <p>Identify where they are by using simple plans and diagrams of <u>familiar</u> environments;</p>	
	Suggested Content	<p>Developing, Applying and Linking Skills</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>Lead a partner through short warm-up routines;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed and why</p>	<p>Developing, Applying and Linking Skills</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> <p>Be able to devise different methods of communication;</p> <p>Describe what they and others do that is successful;</p>	
	Evaluating	MUSIC	Evaluating	<p>Maps of school grounds</p> <p>Orienteering tags</p> <p>TBC</p>
Required Resources		School Hall		Playground / Field
Location				



PE - Year 5

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Invasion Games</p>  <p>Pass, dribble and shoot with control in games;</p>	<p>Athletics</p> 
Suggested Content	Developing, Applying and Linking Skills	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p> <p>Pick out things that could be improved in Performances and suggest ideas and practices to make them better</p>	<p>Developing, Applying and Linking Skills</p> <p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Know and demonstrate a range of throwing techniques;</p> <p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved</p>
	Evaluating	<p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p>	<p>Evaluating</p>
Required Resources		<p>Balls (variety) Bibs Goals/Markers</p>	<p>Mats Spots Benches</p>
Location		<p>Old Hall/ Playground/ Field</p>	<p>Playground/Field</p>



PE - Year 5

		Spring Term	
		Spring 1	Spring 2
Overview		<p>Gymnastics</p>  <p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p>	<p>Striking and Fielding</p>  <p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities</p> <p>Recognise and comment on dances, showing an understanding of style;</p>	<p>Developing, Applying and Linking Skills</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p> <p>Know and understand how to score points;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities Identify what they do well, as individuals and as a group; Suggest ways to improve individuals and as a group</p>
	Evaluating	<p>Suggest ways to improve their own and other people's work</p> <p>Music</p>	<p>Evaluating</p> <p>Work independently Complete activities with confidence and competence</p> <p>Maps of school grounds Orienteering tags</p>
Required Resources			TBC
Location		Old Hall	Across school grounds



PE - Year 5

		Summer Term	
		Summer 1	Summer 2
Overview		<p>Dance</p>  <p>Compose motifs and plan dances creatively and collaboratively in groups;</p>	<p>OAA</p>  <p>Use maps and diagrams to orientate themselves and to travel around a <u>simple course</u>;</p>
	Suggested Content	<p>Developing, Applying and Linking Skills</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p>	<p>Developing, Applying and Linking Skills</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p> <p>Identify their own strengths and suggest practices to help them improve;</p>
		<p>Evaluating</p> <p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p> <p>MUSIC</p>	<p>Evaluating</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Maps of school grounds Orienteering tags</p>
Required Resources		School Hall	Playground / Field
Location			



PE - Year 6

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Athletics</p>  <p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</p>	<p>Invasion Games</p>  <p>Strike a bowled ball with precision ball; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Show control at take-off in jumping activities;</p> <p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p>	<p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p>
	Evaluating	<p>Identify good athletic performance and explain why it is good, using agreed criteria</p>	<p>Suggest ideas that will improve performance Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game</p>
Required Resources		<p>Mats Spots Benches</p>	<p>Balls (variety) Bibs Goals/Markers</p>
Location		<p>Playground</p>	<p>Field</p>

PE - Year 6

		Spring Term	
		Spring 1	Spring 2
Overview		<p>Gymnastics</p>  <p>Make up longer, more complex sequences, including changes of direction, level and speed;</p>	<p>Strike and Field</p>  <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p>
	Suggested Content	<p>Developing, Applying and Linking Skills</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles; Combine and perform gymnastic actions, shapes and balances; Show clarity, fluency, accuracy and consistency in their movements; Be able to link at 3 different levels; Know and understand how to perform at different levels; Be able to link and perform multiple sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence; Understand the importance of warming up and cooling down Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Evaluating</p> <p>Compare and contrast performances using appropriate language</p>	<p>Developing, Applying and Linking Skills</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Understand the importance of warming up and cooling down Identify what they do well, as individuals and as a group; Suggest ways to improve individuals and as a group Work independently Complete activities with confidence and competence</p> <p>Evaluating</p>
Required Resources		Music	<p>Balls (Variety) Bats Rackets Nets Cones</p>
Location		Old Hall	Across school grounds

PE - Year 6

		Summer Term	
		Summer 1	Summer 2
Overview		<p>Dance</p>  <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p>	<p>OAA</p>  <p>Choose and perform skills and strategies effectively;</p>
Suggested Content	Developing, Applying and Linking Skills	<p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p> <p>Understand how dance helps to keep them healthy</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p>	<p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p> <p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p>
	Evaluating	<p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>MUSIC</p>	<p>Evaluating</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Maps of school grounds Orienteering tags TBC</p>
Required Resources			
Location		Hall	Playground / Field