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| **Year Group** | **Autumn 1**  **Unit 1** | **Autumn 1**  **Unit 2** | **Autumn 2**  **Unit 1** | **Autumn 2**  **Unit 2** | **Spring 1**  **Unit 1** | **Spring 1 Unit 2** | **Spring 2**  **Unit 1** | **Spring 2 Unit 2** | **Summer 1**  **Unit 1** | **Summer 1**  **Unit 2** | **Summer 2**  **Unit 1** | **Summer 2**  **Unit 2** |
| **EYFS** | Additional document attached outlining EYFS Long term plan. | | | | | | | | | | | |
| **1** | Fundamental movement games | Real P.E. - Personal | Dance | Real P.E. – Social | Gym  AO and AP | Real P.E.  Cognitive | Team Games | Real P.E.  Creative | Striking and fielding | Real P.E.  Physical | Athletics skills | Real P.E.  Fitness |
| **2** | Team Games  LM (CPD) | Real P.E. - Personal | Dance | Real P.E. - Social | Gym | Real P.E.  Cognitive | Team Games | Real P.E.  Creative | Striking and fielding | Real P.E.  Physical | Athletics skills | Real P.E.  Fitness |
| **3** | Multi Skills | Real P.E Cognitive | Gymnastics | Real P.E. - Social | Swimming | Real P.E. Cognitive | Swimming | Real P.E.  Creative  Whole unit in 3 weeks | Striking and fielding  *(3 weeks cricket, 3 weeks rounders)* | Real P.E.  Physical | Athletics skills | Real P.E.  Fitness |
| **4** | Striking and fielding | Real P.E. - Personal | Dance | Real P.E. - Social | Tri Golf | Real P.E Cognitive | Team Games  *Understanding the concepts MUST include Tag Rugby* | Real P.E.  Creative | Swimming | Real P.E. Physical | Swimming | Athletics up to sports day.  Real P.E.  Fitness after sports day |
| **5** | Swimming | Invasion games  Football | Swimming | Real P.E –  Cognitive | Gymnastics (Hall) | Striking and Fielding Cricket | Gymnastics (Hall) | Invasion Games  Hockey | Outdoor adventurous activities | Real PE – Personal | Real P.E –  Social | Athletics |
| **6** | Indoor athletics | Invasion games  Netball | Dance  (Hall) | Real P.E –  Health and Fitness | Dance  (Hall) | Real P.E –  Physical | Invasion Games  Handball | Real P.E –  Creative  (Hall) | Net/Wall  Tennis | Competitive team games (Dodgeball, bench ball) |  | Striking and fielding  Rounders |

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| P.E EXPECTATIONS/P.O.S from the National Curriculum | |
| EYFS | |
| \*Please see additional document for EYFS coverage which is tailored to our EYFS curriculum here at St Josephs. | A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |
| KS1 | KS2 |
| * Pupils should be taught to: * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns | * Pupils should be taught to: * use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| Swimming and water safety:  In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations | |
| Intent | |
| We aim to deliver a PE curriculum that develops pupils from Reception to Year 6 in many ways. First and foremost, it is important all children are exposed to activities within Units that develop their fundamentals of movement. These activities allow them to develop and refine the basic skills needed in all sporting activities and will support developing physically literate children. Alongside this, we want them to enjoy P.E and experience an assortment of activities throughout the school journey. This will come from P.E Units and extracurricular activities. Our intent is to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sports and mentally and physically challenging activities. Opportunities to compete in a variety of sports and other activities build character and help to embed our key sporting values outlined in our curriculum. | |
| Implementation | |
| Each week, pupils take part in 2 hours of P.E taught by teachers and, where appropriate., sports coaches that provide CPD to our teaching staff. Our curriculum is further enhanced by participation in numerous sporting tournaments across the year in a wide range of sports and up to 30 after school clubs being offered each week. Additionally, sports coaches provide sporting activities at lunchtimes and mental health workshops for selected children.  Alongside this, class teachers are encouraged to utilise active brain breaks in the classroom through dance or yoga and using active Units where possible. | |
| Impact | |
| At the end of each Key Stage, pupils are expected to have an understanding of the skills and processes that have been taught during their Units. As a school, we use summative assessment to determine children’s understanding and inform teachers planning. Each area of the PE curriculum is reviewed on a termly basis by the subject leaders and regular discussions take place with the curriculum lead and teaching staff. | |

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| **Autumn 1** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 -** Fundamental movement games  **Unit 2 –** Real P.E (Personal) | **Unit 1 –** Team Games  **Unit 2 –** Real P.E (Personal) | **Unit 1 –** Swimming  **Unit 2 –** Outdoor Adventurous Activity | **Unit 1 –** Striking and Fielding (Rounders)  **Unit 2 –** Real P.E (Personal) | **Unit 1 -** Striking and Fielding (Cricket)  **Unit 2 –** Invasion Games (Football) | **Unit 1 –** Indoor Athletics  **Unit 2 –** Invasion Games (Netball) |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Fundamental movement games:**   * Develop locomotion, stability and object control. * Develop jumping and landing safely. * Develop running with balance, showing changes of speed and direction through a range of multi skill bases games. | **Key learning:**  **Team games:**   * Children continue to work on working as team within a competitive game. * Some children practise leadership skills in small leadership roles * Continue to understand the idea of attacking and defending in its simplest form and put this into practise in small games. * Begin to score in small game scenarios   **Real P.E –**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs: | **Key learning:**  **OAA:**   * Show an understanding of and begin to use our school games values when completing OAA activities: Communication, Adaptability, Teamwork, Courage, Curiosity, Perseverance and Independence. * Begin to think activities through before attempting them * Attempt to problem solve simple problems. * Discuss and work with others in a group with a shared goal * Begin to read and create simple maps using symbols * Begin to understand the concept of ‘orienteering’ using simple maps * Orientate themselves with increasing confidence and accuracy around a short trail**.** | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Striking and Fielding:**   * Catch a small ball hit from different speeds and levels. * Use fielding skills to stop the ball effectively and throw accurately back to the bowler. * Hit the ball nearly every time with a variety of bats (tennis rackets, rounders, cricket etc). * Work as team, using tactics in order to beat another team. * Use hand-eye coordination to strike a moving and a stationary ball. | **Key learning:**  **Striking and Fielding:**   * Consistently catch a small ball hit from different speeds and levels. * Use fielding skills to consistently stop the ball effectively and throw accurately back to the bowler. * Consistently hit the ball every time with an appropriate bat. * Work as team, using tactics in order to beat another team.   **Invasion games:**   * Understand healthy competition against others. * Uses running, jumping, throwing and catching in isolation and combination. * Build the skills needed and rules to follow in a range of sports such as: basketball, handball, football, netball, hockey, tag rugby, tennis etc * Build on understanding of attacking and defending when playing as part of a team * Vary skills, actions and ideas and link these in ways that suit the games activity. * Shows confidence in using ball skills in various ways, and can link these together. * Uses skills with co-ordination, control and fluency. * Begin to think about creating their own games using knowledge and skills. * Can make suggestions as to what resources can be used to differentiate a game. | **Key learning:**  **Indoor athletics:**  See separate knowledge organiser due to the specific nature of this subject.  **Invasion games:**   * Compete against themselves to achieve a personal best * Showing our school learning values to be a good sportsman/sportswoman. * Uses running, jumping, throwing and catching in isolation and combination. * Build the skills needed and rules to follow in a range of sports such as: basketball, handball, football, netball, hockey, tag rugby, tennis etc * Build on understanding of attacking and defending when playing as part of a team * Vary skills, actions and ideas and link these in ways that suit the games activity. * Shows confidence in using ball skills in various ways, and can link these together. * Uses skills with co-ordination, control and fluency. * Begin to think about creating their own games using knowledge and skills. * Can make suggestions as to what resources can be used to differentiate a game. |

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| **Autumn 2** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 –** Dance  **Unit 2 –** Real P.E (Social) | **Unit 1 –** Dance  **Unit 2 –** Real P.E (Social) | **Unit 1 –** Swimming  **Unit 2 –** Real P.E (Social) | **Unit 1 –** Dance  **Unit 2 –** Real P.E (Social) | **Unit 1 -** Gymnastics  **Unit 2 –** Real P.E (Cognitive) | **Unit 1 –** Dance  **Unit 2 –** Real P.E (Health & Fitness) |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Dance:**   * Follow the leader   jumps, hops, skips   * Respond to   different stimuli with a range of actions   * Copy and explore   basic body actions  demonstrated by the teacher to include simple unison, cannon and mirroring.   * Copy simple   movement  patterns from each other  and explore the  movement   * Pupils link simple   actions and skills   * Compose and link   movement phrases to  make simple dances with  clean beginning, middle  and end.   * Practise and repeat   their movement phrases  and perform them in a controlled way | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Dance:**   * Copy, remember   and repeat skills with control and co-ordination   * Can link several   movements together with  control and co-ordination   * talk about   different  stimuli as the starting  point for creating  short dances   * explore ideas, moods and   feelings by improvising,  and by experimenting  with actions, dynamics, change of  directions & levels and a  growing range of possible  movements   * Pupils vary skills,   actions and ideas using simple unison, canon & mirroring   * Compose and   Perform short  dances that express  communicate moods,  ideas and feelings   * remember and   repeat a short dance phrase,  showing greater control,  coordination and spatial  awareness | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Dance:**  Select, use and perform dances  with coordination and  fluency   * demonstrating actions   that link with fluency and  accuracy   * Respond to the stimuli   through the appropriate  language, creating their own dances   * Use a range of actions   and begin to combine  movement phrases and  patterns.   * Pupils can link   movement phrases  together with increased  precision.   * Begin to design their own movement phrases   that respond to the  stimuli or emotion   * Use a range of   movement and dance  phrases more confidently - unison, canon & mirroring within  a partner of group   * Remember, perform   and evaluate short dance  phrase, showing an  understanding and an  awareness of others. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Gymnastics:**   * Select ideas to   compose specific sequences of movements, shapes and balances.   * Adapt their   sequences to fit new criteria or suggestions.   * Perform jumps   (straight jump tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, straight jump, cat leap) shapes and balances fluently and with control.   * Confidently develop   the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.   * Confidently use   equipment to vault in a variety of ways.   * Develop strength,   technique and flexibility throughout performances.   * Combine equipment   with movement to create sequences.   * Perform the   following rolls: forward roll from standing, straddle forward roll pike, forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Dance:**   * Perform a variety   of dance styles with  accuracy and consistency - changing pace & timing.   * Dance with fluency   & control as well as linking movements to make them more fluid.   * Explore, improvise   and choose appropriate material to create new motifs in a chosen dance  style   * Respond to a range   of stimuli improvising freely using a range of controlled movements and patterns   * Pupils select and   combine skills,  techniques and ideas  demonstrating their  knowledge of composition   * Extend compositional   skills incorporating a  wider range of dance  styles and forms   * compose, develop   and adapt motifs to make  dance phrases and use  these in longer dances |

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| **Spring 1** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 –** Gymnastics  **Unit 2 –** Real P.E (Cognitive) | **Unit 1 –** Gymnastics  **Unit 2 –** Real P.E (Cognitive) | **Unit 1 –** Gymnastics  **Unit 2 –** Real P.E (Cognitive) | **Unit 1 –** Tri-Golf  **Unit 2 –** Real P.E (Cognitive) | **Unit 1 -** Gymnastics  **Unit 2 –** Swimming | **Unit 1 –** Dance  **Unit 2 –** Real P.E (Physical) |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Gymnastics:**   * Copy and explore   basic movements such as large surface balance and ways of traveling with some control and coordination.   * Perform different   body shapes   * Perform at different   levels   * Perform 2 footed   jumps   * Use various levelled   equipment safely   * Balances (1, 2, 3   point) with some control   * Link 2-3 simple movements * Perform: Log roll, Curled side roll (egg roll) and Teddy bear roll * Perform Straight jump, tuck jump, jumping jack, half turn jump, cat spring * Perform front support wheelbarrow with partner | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Gymnastics:**   * Copy, explore and   remember actions and movements to create their own sequence.   * Link actions to make   a sequence.   * Travel in a variety of   ways, including rolling - Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)   * Rocking for forward   roll, Crouched forward roll,   * Hold a still shape   whilst balancing on different points of the body.   * Jump in a variety of   ways and land with increasing control and balance: straight jump, tuck jump, jumping jack half turn jump, cat spring, cat spring to straddle   * Use various levelled   equipment safely and climb onto and jump off the equipment safely.   * Move with increasing   control and care. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Gymnastics:**   * Choose ideas to   compose a movement sequence independently and with others.   * Link combinations of   actions with increasing confidence, including changes of direction, speed or level.   * Develop the quality   of their actions, shapes and balances.   * Move with   coordination, control and care.   * Use turns whilst   travelling in a variety of ways.   * Use a range of jumps   in their sequences: Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump, half-turn cat leap   * Use equipment to   vault.   * Create interesting   body shapes while holding balances with control and confidence.   * Begin to show   flexibility in movements   * Practise the following   rolls: Crouched forward roll, forward roll from standing, tucked backward roll | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Tri-Golf:**   * Use skills to handle   clubs and strike with consistency and accuracy.   * Play in a variety of   modified golf games.   * Strike the ball with   precision.   * Switch between the   long and short game.   * Play chip shots with   confidence   * Able to control   putting distance   * Work cooperatively to   win points   * Make decisions on   what type of shot to take for the situation | **Key learning:**  **Gymnastics:**   * Select ideas to   compose specific sequences of movements, shapes and balances.   * Adapt their   sequences to fit new criteria or suggestions.   * Perform jumps   (straight jump tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, straight jump, cat leap) shapes and balances fluently and with control.   * Confidently develop   the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.   * Confidently use   equipment to vault in a variety of ways.   * Develop strength,   technique and flexibility throughout performances.   * Combine equipment   with movement to create sequences.   * Perform the   following rolls: forward roll from standing, straddle forward roll pike, forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Dance:**   * Perform a variety   of dance styles with  accuracy and consistency - changing pace & timing.   * Dance with fluency   & control as well as linking movements to make them more fluid.   * Explore, improvise   and choose appropriate material to create new motifs in a chosen dance  style   * Respond to a range   of stimuli improvising freely using a range of controlled movements and patterns   * Pupils select and   combine skills,  techniques and ideas  demonstrating their  knowledge of composition   * Extend compositional   skills incorporating a  wider range of dance  styles and forms   * compose, develop   and adapt motifs to make  dance phrases and use  these in longer dances |

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| **Spring 2** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 –** Team Games  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** Team Games  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** Team games  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** Team games  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** Invasion Games (Hockey)  **Unit 2 –** Swimming | **Unit 1 –** Tennis  **Unit 2 –** Real P.E (Creative) |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Team Games:**   * Children begin to   understand working as a team within a game   * begin to   understand the idea of attacking and defending in its simplest form   * understand the   idea of scoring in some way   * begin to   understand losing and winning and what this means and how it affects them   * begin to   understand being a good sportsperson   * show control and   accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.   * Use skills in different ways in different games to try to win | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Team Games:**   * Children continue to   work on working as team within a competitive game. Build to doing this successfully with a shared aim.   * Some children   practise leadership skills in small leadership roles   * Continue to   understand the idea of attacking and defending in its simplest form and put this into practise in small games   * Begin to score in   small game scenarios   * Show our school values when winning and losing * show good sportsperson skills individually and with others | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Team Games:**  *Teaching different invasion games to understand how to perform certain skills needed in Invasion Games. For example, 2 weeks Handball, 2 weeks netball, 2 weeks football. You are teaching skills needed to play these games not the rules needed to play these. That will come in Year 5/6.*   * Begin to play in   competitive games that apply fundamental movement skills in isolation or in combination.   * Begin to work on an   understanding of ‘healthy competition’ and competing against other children.   * Show our school values to be a good sportsman/sportswoman. * Begin to understand   the concept of attacking and defending when playing as part of a team to reach an end goal of scoring in some way. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Team Games:**  *Teaching different invasion games to understand how to perform certain skills needed in Invasion Games. For example, 2 weeks Handball, 2 weeks netball, 2 weeks football. You are teaching skills needed to play these games not the rules needed to play these. That will come in Year 5/6.*   * Play in   competitive games that apply fundamental movement skills in isolation or in combination.   * Work on an   understanding of ‘healthy competition’ and competing against other children.   * Show our school values to be a good sportsman/sportswoman. * Develop on previous understanding of   the concept of attacking and defending when playing as part of a team to reach an end goal of scoring in some way. | **Key learning:**  **Invasion Games:**  *See long term plan for specific sports to be taught. Ensure rules of game are being taught to ensure ready for Secondary School.*   * Understand healthy   competition against others.   * Showing our school   learning values to be a good sportsman/sportswoman.   * Use running,   jumping, throwing and catching in isolation and combination.   * Build the skills   needed and rules to follow in a range of sports such as: basketball, handball, football, netball, hockey, tag rugby, etc   * Build on   understanding of attacking and defending when playing as part of a team   * Vary skills, actions   and ideas and link these in ways that suit the games activity.   * Shows confidence in   using ball skills in various ways, and can link these together.   * Uses skills with co-   ordination, control and fluency.   * Begin to think   about creating their own games using knowledge and skills.   * Make suggestions as   to what resources can be used to differentiate a game. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Tennis:**   * To know that good   body and arm position will allow better control over a ball.   * To know that the   position of a racket/bat will direct a ball more accurately.   * Move in a variety   of directions when hitting a ball, hit/ bounce a ball to a partner with control   * Move to hit a ball,   in a game, in a forehand position,   * Move into postion   to hit the ball with a backhand   * Begin to choose   which shot is best in a game   * Serve diagonally   under/overarm in a game of mini tennis |

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| **Summer 1** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 –** Striking and fielding.  **Unit 2 –** Real P.E (Physical) | **Unit 1 –** Striking and fielding.  **Unit 2 –** Real P.E (Physical) | **Unit 1 –** Striking and fielding.  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** Swimming  **Unit 2 –** Real P.E (Creative) | **Unit 1 –** OAA  **Unit 2 –** Real PE (Personal) | **Unit 1 –** Tennis  **Unit 2 –** Competitive team games |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Striking and fielding:**   * children throw small equipment underarm and overarm and begin to understand when to do each type of throw * children build skills in catching, showing correct hand and body positions * begin to work on aiming when throwing using targets * begin to work with rackets/bats to hit a large ball with some aim * These should be completed in isolation and then followed by using them in mini game-based situations. * Play as a fielder and get the ball back to a stop zone. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Striking and fielding:**   * children throw small equipment underarm and overarm and begin to understand when to do each type of throw * children build skills in catching, showing correct hand and body positions * begin to work on aiming when throwing using targets * begin to work with rackets/bats to hit a large ball with some aim * Play as a fielder and get the ball back to a stop zone. * Learn skills for playing striking and fielding games. * Position the body to strike a ball * These should be completed in isolation and then followed by using them in mini game-based situations. For example, 1 batter, 1 bowler, 1 fielder, 1 back stop. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Striking and fielding:**   * Use fielding skills to stop the ball effectively. * Learn batting control and how you can use the bat/your body to hit the ball to certain areas. * Learn the role of backstop. * Work as team, using tactics in order to beat another team. * Strike the ball for distance. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  children.  Swimming | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Outdoor adventurous Activity:**   * Uses and interprets simple maps. * Think activities through and problem solve using general knowledge. * Choose and apply strategies to solve problems with support. * Discuss and work with others in a group. * Demonstrates an understanding of how to stay safe outside. * Start to orientate themselves with increasing confidence and accuracy around an orienteering course. * Design an orienteering course that can be followed and offers some challenge to others. * Begin to use navigation equipment (compass) to orientate around a trail | **Key learning:**  **Tennis:**   * To know that good   body and arm position will allow better control over a ball.   * To know that the   position of a racket/bat will direct a ball more accurately.   * Move in a variety   of directions when hitting a ball, hit/ bounce a ball to a partner with control   * Move to hit a ball,   in a game, in a forehand position,   * Move into postion   to hit the ball with a backhand   * Begin to choose   which shot is best in a game   * Serve diagonally   under/overarm in a game of mini tennis |

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| **Summer 2** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Unit 1 –** Athletics skills  **Unit 2 –** Real P.E (Fitness) | **Unit 1 –** Athletics skills  **Unit 2 –** Real P.E (Fitness) | **Unit 1 –** Athletics skills  **Unit 2 –** Real P.E (Fitness) | **Unit 1 –** Swimming  **Unit 2 –** Athletics skills | **Unit 1 –** Athletics  **Unit 2 –** Real PE (Social) | **Unit 1 –** Athletics  **Unit 2 –**  Striking and Fielding |
|  | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Athletics skills:**  **Running**   * Vary their pace and speed when running. Run with a basic technique over different distances. * Show good posture and balance. * Jog in a straight line. * Change direction when jogging and sprint in a straight line. Maintain control as they change direction when jogging or sprinting.   **Jumping**   * Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. * Perform a short jumping sequence. * Jump as high as possible. Jump as far as possible. Land safely and with control.   **Throwing**   * Throw underarm and overarm. * Throw a ball towards a target with increasing accuracy. * Improve the distance they can throw by using more power. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Athletics skills:**  **Running**   * Run at different paces, describing the different paces. * Travel at different speeds. * Begin to select the most suitable pace and speed for distance. * Complete an obstacle course. * Vary the speed and direction in which they are travelling. * Be able to maintain and control a run over different distances.   **Jumping**   * Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. * Combine different jumps together with some fluency and control. * Jump for distance from a standing position with accuracy and control. * Investigate the best jumps to cover different distances. * Choose the most appropriate jumps to cover different distances. * Know that the leg muscles are used when performing a jumping action.   **Throwing**   * Throw different types of equipment in different ways, for accuracy and distance. * Throw with accuracy at targets of different heights. * Investigate ways to alter their throwing technique to achieve greater distance. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Athletics skills:**  **Running**   * Identify and demonstrate how different techniques can affect their performance. * Focus on their arm and leg action to improve their sprinting technique. * Begin to combine running with jumping over hurdles. * Focus on trail leg and lead leg action when running over hurdles. * Understand the importance of adjusting running pace to suit the distance being run.   **Jumping**   * Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. * Develop an effective flight phase for the standing long jump. * Land safely and with control.   **Throwing**   * Throw various weighted objects with greater control and accuracy. * Show increasing control in their overarm throw. * Perform a push throw. * Continue from previous years to develop techniques to throw for increased distance | **Key learning:**  Swimming  **Athletics skills:**  **Running**   * Confidently demonstrate a technique for sprinting. * Carry out an effective sprint finish. * Perform a relay, focusing on the baton changeover technique. * Speed up and slow down smoothly with control.   **Jumping**   * Learn how to combine a hop, step and jump to perform the standing triple jump. * Land safely and with control. * Begin to measure the distance jumped.   **Throwing**   * Perform a pull throw. * Revisit previously taught throws in other year groups. * Measure the distance of their throws. * Continue to develop techniques to throw for increased distance. | **Key learning:**  **Real P.E:**  Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Athletics:**  **Running**   * Accelerate from a variety of starting positions and select their preferred position. * Identify children's reaction times when performing a sprint start. * Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. * Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. * Identify and demonstrate stamina, explaining its importance for runners.   **Jumping**   * Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jumpwith increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques**.**   **Throwing**   * Perform a fling throw. * Throw a variety of implements using a range of throwing techniques. * Measure and record the distance of their throws. * Continue to develop techniques to throw for increased distance. | **Key learning:**  **Athletics:**  **Running**   * Recap, practise and refine an effective sprinting technique, including reaction time. * Build up speed quickly for a sprint finish. * Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. * Accelerate to pass other competitors. Work as a team to competitively perform a relay. * Confidently and independently select the most appropriate pace for different distances and different parts of the run. * Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.   **Jumping**   * Develop the technique for the standing vertical jump. * Maintain control at each of the different stages of the triple jump. Land safely and with control. * Develop and improve their techniques for jumping for height and distance and support others in improving their performance. * Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.   **Throwing**   * Perform a heave throw. * Measure and record the distance of their throws. * Continue to develop techniques to throw for increased distance and support others in improving their personal best. * Develop and refine techniques to throw for accuracy.   **Striking and fielding:**   * Consistently control a small ball in both batting and fielding situations. * Attempt a small range of recognised shots in isolation and in competitive scenarios. * Use a range of tactics for attacking and defending in role of bowler, batter and fielder. * Hit a bowled ball over longer distances. * Use good hand-eye coordination to be able to direct a ball when striking or hitting. * Understand how to serve in order to start a game. * Work as team, using tactics in order to beat another team. |