


<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
To recognize the importance of PE for a healthy body and mind and see this as a vital part of the curriculum and for longer term to lead confident, healthy, independent lives. To engage our pupils in a wide range of sporting opportunities both within the school week and extended into an out of school hours program. To ensure children are physically active for sustained periods of time. To give children the knowledge and skills for PE through a varied progressive PE curriculum for both indoor and outdoor activities. To develop and embed a lifelong love of physical activity, sport. To ensure a positive and healthy physical and mental outlook. To develop leadership and teamwork skills. To consider the impact exercise has on their health and fitness. To compete/perform and evaluate. To ensure that learning is as inclusive as possible. To ensure that every child has access to at least between 30 and 60 minutes of physical activity every day.	To explore and improve the children's physical literacy health in line with the age milestones as set down by Derby City Sports Partnership. To follow the guidance of the National Curriculum for KS2 but exceed it in breadth. To offer a wide variety of teaching and learning styles within PE using Derby City Sports Partnership Schemes of work, along with regularly updated CPD and government initiatives. To offer pupils a broad and balanced curriculum that includes units such as dance, gymnastics, team and invasion games, fitness, athletics, outdoor and adventurous activities. To further extend that learning into the many extra-curricular clubs and competitions we operate. To ensure that children are given time and opportunities to practice existing skills and build on these to develop new or more advanced skills. To signpost children along with their parents to areas of further possibility outside of the school curriculum.	Pupils will reflect and transfer what they have learned from on subject to another, from school and into the wider community. To provide them with knowledge, skill, attitudes and understanding they need to fulfill their potential. To encourage positive relationships with their peers and adults. To demonstrate and apply both the British Values and the School RAVENS Values. To actively encourage whole school and parental engagement using active assemblies, newsletters, visitors, and the PE Bulletin board. Pupils will achieve age related expectations across the breadth of the subject and the wider curriculum.

			Autumn	Spring	Summer
	Year 3 All units and lessons available using the Complete P.E resource.	Topics-Indoors	Strength lab/ Fitness on to Health and Wellbeing - Mindfulness	Gymnastics – Symmetry and Asymmetry	Athletics - Athletics
		Topics Outdoors	Dance – Witches and Wizards	Dance – Wild Animals	OAA – Communication and Tactics
			Net and Wall Games - Tennis	Invasion Games - Football	Striking and Fielding - Rounders
		Invasion Games - Netball	Invasion Games - Hockey	Striking and Fielding - Cricket	
<p>Key learning from national curriculum- develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities, lead healthy, active lives.</p> <p>Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities, Outdoor and Adventurous Activities.</p> <p>Health and Wellbeing-Daily mile, trim trail, classroom activity bursts, active playtimes and lunchtimes.</p> <p>Living in the Wider World-Team work and level 2 competitions, Community and Afterschool Clubs.</p>					

Prior learning	Future learning (Year 4)	
Content from KS1 National Curriculum <ul style="list-style-type: none"> • Fundamental movement skills <ul style="list-style-type: none"> • Physical literacy • Fine and gross motor skills 	Strength Lab/ Dance	Continue developing their physical literacy skills and to improve their co-ordination and begin to link sequences through dance.
	Gymnastics	To being to develop a variety of actions and use these within their routines. To begin to utilize space. To begin to use partner work partner work.

	Invasion games	To begin to show knowledge and understanding for warming up and cooling down. To begin to dribble and change direction confidently. To begin to pass and receive the ball with control.
	Net and wall	To begin to throw and catch with increasing control and accuracy.
	Striking and fielding	To begin to throw, catch and strike a ball with increasing control and accuracy.
	Athletics	To begin to develop basic running, jumping and throwing techniques.
	Swimming	Develop all strokes and water confidence.

What pupils need to know or do to be secure

Autumn Term		Spring Term		Summer Term	
1- Strength Lab/ Health and Well- being 2- Dance – Witches and Wizards	3 - Net/Wall Games - Tennis 4 - Invasion Games - Netball	1- Gymnastics – Symmetry and Asymmetry 2- Dance - Wild Animals	3- Invasion Games - Football 4- Invasion Games - Hockey	1- Athletics – Athletics 2- OAA – Communication and Tactics	3- Striking and Fielding - Rounders 4- Striking and Fielding – Cricket

Key vocabulary

1- Strength Lab/ Health and Well-being Emotions, Relaxed, Anxious, Balanced, Relaxation techniques, Meditative balances, Deep, Breathing. Weight bearing, Control, Core, Bridge, Balance, Squat, Plank, Triceps, Biceps, Superheroes-Iron Man, Thor, Superman, Spiderman, Hulk. 2- Dance – Witches and Wizards Tactics, Speed, Accelerations, Distance, Accuracy, Relay, Change Over.	3 - Net/Wall Games - Tennis Outwit, Space, Return, Recover, Baseline, Forehand, Rally, Out. 4 - Invasion Games – Netball Attacker, Defender, Possession, Chest Pass, Footwork.	1- Gymnastics – Symmetry and Asymmetry Excellent gymnastics, Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical. 2- Dance -Wild Animals– Excellent dancers, Expression, Creativity, Emotion, Motif, Choreography, Character.	3- Invasion Games - Football Attacker, Defender, Space, Possession, Free Kick, Penalty. 4- Invasion Games – Hockey Attacker, Defender, Possession, Space, Intercepting, Shooting, Barrier.	1- Athletics – Athletics Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over. 2- OAA – Communication and Tactics Communication, Tactics, Teamwork, Strategy, Attacker, Defender, Tag.	3- Striking and Fielding - Rounders Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier. 4- Striking and Fielding – Cricket Throwing, Catching, Outwit, Strike, Batting, Fielder, Out.
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Key Learning/Knowledge


1- Strength Lab- Focusing on core strength movements and physical literacy control. Assessment and screening of the 19 movement skills-program developed from it based on the five exercises. Using Physical Literacy exercises. Strength Lab, introducing the characters and how it works up to stage 2. 1- Health and Well-being How to hold various meditative balances, understanding the benefit of executing the poses correctly.	3- Net/Wall Games – Tennis Why we need to throw (hit) the ball into space on the court. Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball. Where to throw (hit) the ball on the court. Why we need to control the ball when playing a shot. How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting	1- Gymnastics – Symmetry and Asymmetry What Symmetry and Asymmetry means. How to execute balances and movements in both symmetrical and asymmetrical ways. Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence. Why it is so important to create ‘excellent’ movements and balances. Pupils will understanding that ‘excellent’ refers to when we control our bodies so	3- Invasion Games – Football How to dribble the ball keeping possession to beat an opponent. How to change direction keeping control of the ball. When , where and why we should pass. How we can combine passing and dribbling to create space. How to adopt the correct technique when dribbling. We dribble with the inside and outside of the feet, keeping our head up with the ball close	1- Athletics – Athletics Why we have to accelerate at the start of a race. How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet. How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton. How to throw for distance and why the correct technique	3- Striking and Fielding – Rounders How , when and why to use overarm and underarm throws. How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. The difference between batting and fielding and understand what our roles are when we are playing a small, sided game. How to throw a ball overarm using the correct technique. Side on,
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<p>How relaxation techniques can be used to help manage our emotions</p> <p>How and when we can use different relaxation techniques in our day-to-day lives.</p> <p>What we mean by relaxation techniques.</p> <p>Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety Levels.</p> <p>How to utilise various mediative balances to improve posture, balance and deep breathing techniques.</p> <p>2- Dance – Witches and Wizards</p> <p>How to create and develop a character in order to tell a story through movements.</p> <p>How to develop characterisation, exploring characters that are opposites.</p> <p>Why it is so important to perform like and ‘excellent dancer.’</p> <p>Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p>Introduce these throughout the unit as appropriate.</p> <p>Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.</p> <p>How to peer and self assess, identifying strengths and weaknesses in our own and others’ performances.</p>	<p>the ball. We swing the racket low to high.</p> <p>The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court.</p> <p>*Our opponent wins a point.</p> <p>4 - Invasion Games – Netball</p> <p>How to pass the ball keeping possession to beat an opponent.</p> <p>How to combine passing and moving to score points against another team.</p> <p>Why we do not stand directly behind a defender when finding a position to receive the ball.</p> <p>When where and why we should pass.</p> <p>How we can combine passing and moving to create space and keep possession.</p> <p>How to apply the correct technique (chest pass) when passing.</p> <p>When applying the chest pass, we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target).</p>	<p>they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds.</p> <p>How to peer and self assess, identifying strengths and weaknesses in our own and others’ performances.</p> <p>2- Dance - Wild Animals</p> <p>How to create and develop a character in order to tell a story through movements.</p> <p>How to develop characterisation, exploring characters that are opposites.</p> <p>Why it is so important to perform like and ‘excellent dancer.’</p> <p>Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p>Introduce these throughout the unit as appropriate.</p> <p>Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.</p> <p>How to peer and self assess, identifying strengths and weaknesses in our own and others’ performances.</p>	<p>to our feet.</p> <p>How to adopt the correct technique when passing over a short distance.</p> <p>Non-kicking foot beside the ball, kick with the inside of your foot (short passes)</p> <p>4- Invasion Games – Hockey</p> <p>How to hold a hockey stick safely.*</p> <p>*Our left hand is at the top of the stick, our right hand is lower down, knees bent and back straight.</p> <p>Why we need to keep the ball under control when we are dribbling.</p> <p>How to dribble the ball</p> <p>Why we need to keep the ball under control when we are dribbling</p> <p>How to pass the ball adopting the correct technique.</p> <p>We hold the stick with our left hand at the top and our right hand lower down, our knees should be bent and back straight, pushing/hitting the ball towards our target.</p> <p>How to receive (control) the ball adopting the correct technique.</p> <p>We hold the stick with our left hand at the top and our right hand lower down, keeping our back straight. We need to lower the stick parallel to the ground to create a barrier to control the ball.</p>	<p>is essential to send the object further.</p> <p>We throw and object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head.</p> <p>2- OAA – Communication and Tactics</p> <p>How to create and apply simple tactics for completing challenges quickly.</p> <p>What makes an effective leader.</p> <p>Why our role is important if our team is going to be successful.</p> <p>How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.</p> <p>How to collaborate with our own team members, applying the rules of the game.</p> <p>How to collaborate with the opposing team(s), applying the rules of the game.</p>	<p>opposite arm to opposite foot, arm up, elbow bent above the shoulder.</p> <p>How and why to throw a ball overarm with power and distance.</p> <p>4- Striking and Fielding – Cricket</p> <p>How and why to throw a ball overarm with power and distance.</p> <p>How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.</p> <p>Where to stand when we are fielding and have a clear understanding why we have chosen that particular position.</p> <p>How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.</p> <p>How to outwit the fielding team by varying the speed and direction we strike the ball.</p>
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Key Skills

<p>Health and Well-being</p> <ul style="list-style-type: none"> • Exploring relaxation techniques • Applying relaxation techniques and using them effectively • Performing balanced meditative poses • Using props to help us balance in our meditative pose <p>Dance – Witches and Wizards</p>	<p>Gymnastics – Symmetry and Asymmetry</p> <ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion <p>Dance - Wild Animals</p>	<p>Athletics – Athletics</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: • Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump •
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<ul style="list-style-type: none"> • Responding to stimuli • Developing characters and extending the story • Creating motifs with a partner in character • Developing characterisation <p>Net/Wall Games – Tennis</p> <ul style="list-style-type: none"> • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand <p>Invasion Games – Netball</p> <ul style="list-style-type: none"> • Introduce passing, receiving and creating space • Develop/combine passing and moving • Combine/develop passing and shooting 	<ul style="list-style-type: none"> • Responding to stimuli • Developing character dance into a motif • Develop sequences with a partner in character that show relationships • Extending sequence with a partner in character <p>Invasion Games - Football</p> <ul style="list-style-type: none"> • Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling <p>Invasion Games – Hockey</p> <ul style="list-style-type: none"> • Introduce dribbling • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting 	<p>OAA – Communication and Tactics</p> <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team <p>Striking and Fielding - Rounders</p> <ul style="list-style-type: none"> • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game <p>Striking and Fielding – Cricket</p> <ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching • Striking with intent
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			Autumn	Spring	Summer
Subject - PE 	Year 4 All units and lessons available using the Complete P.E resource.	Topics-Indoors	Strength Lab and Dance – Weather	Gymnastics – bridges	Swimming
			Swimming	Swimming	Swimming
		Topics-Outdoors	Swimming	Swimming	Striking and Fielding – Cricket or Rounders
			Invasion Games – Basketball	OOA – Problem Solving	Net and Wall Games - Tennis
<p>Key learning from national curriculum for year 4 – Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities and Swimming. Health and Wellbeing-Daily run, trim trail, classroom activity bursts, active playtimes and lunchtimes. Living in the Wider World-Team work and level 2 competitions, Community and Afterschool Clubs, Commando Joe.</p>					

Prior learning (Year 3)	Future learning (Year 5)
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Strength lab/ dance	Continue developing their physical literacy skills and to improve their co-ordination and begin to link sequences through dance.	Strength lab/ dance	To continue developing their physical literacy skills. To improve sequences of dance using rhythm and flow. To begin to compose their own routines using co-ordination and sequences of dance.
Gymnastics	To begin to develop a variety of actions and use these within their routines. To begin to utilize space. To begin to use partner work partner work.	Gymnastics	To combine actions shapes and balances in gymnastic performances. Know and perform a variety of different rolls and twisted shapes. To balance using various parts of the body with increased control. To begin to mirror their partner. To lead a warm-up. To develop complex sequences to incorporate the use of using the large apparatus.
Invasion games	To begin to show knowledge and understanding for warming up and cooling down. To begin to dribble and change direction confidently. To begin to pass and receive the ball with control.	Invasion games	To continue to develop passing and receiving whilst introducing movement and the different areas of a court/pitch. To develop strategies to enable their team to keep possession. To pass with increasing accuracy and success. To understand how to dribble using various parts of the foot. To develop attacking and defending principles that include closing space when defending.
Net and wall	To begin to throw and catch with increasing control and accuracy.	Net and wall	To learn the ready position. To begin to learn how to send and receive a ball with the correct grip and technique. To learn the forehand and backhand shot. To understand court position and when it is important to attack. To learn the rules and begin to referee and umpire games.
Striking and fielding	To begin to throw, catch and strike a ball with increasing control and accuracy.	Striking and fielding	Develop and improve fundamental movement skills. To continue to explore a range of throwing techniques. To begin to know how to strike a stationary ball with control and direction. Understand how and when to differentiate their bowling techniques. To learn how to strike the ball in a variety of situations. To apply rules and conventions to simple games.
Athletics	To begin to develop basic running jumping and throwing techniques	Athletics	To understand how to select the appropriate pace for the appropriate activity. To begin to use controlled techniques when taking off and landing. To continue to develop accuracy when throwing over different distances. To begin to combine running and jumping skills.


What pupils need to know or do to be secure

Autumn Term		Spring Term		Summer Term	
1-Strength Lab/ Dance 2-Swimming	3- Swimming 4- Invasion Games – Basketball	1- Gymnastics – bridges 2- Swimming	3- OAA – Problem Solving 4- Swimming	1- Swimming 2-Striking and Fielding – Cricket or Rounders	3- Swimming 4- Net and Wall Games – Cricket

Key Vocabulary					
Strength Lab/ Dance – Weather Excellent dancers, Expression, Creativity, Emotion, Rhythm, Timing, Stage presence, Motif		Gymnastics – bridges Excellent gymnastics, Extension, Control, Interesting, Bridge, Levels, Flow.		Striking and Fielding – Cricket Retrieving, Bowling, Strike, Batting, Fielder, The Long Barrier.	
Invasion Games – Basketball Possession, Marking, Space, Bounce Pass, Pivot.		OAA – Problem Solving Communication, Tactics, Teamwork, Strategy, Non-verbal communication, Verbal communication.		Rounders Batting, Tactics, Bowling, Catching, Backstop, ½ a Rounder.	
				Net and Wall Games – Tennis Outwit, Space, Accuracy, Power, Baseline, Forehand, Backhand, Rally, Out.	
Key Learning/Knowledge					

<p>Swimming- Following the Derby City syllabus of swimming to aim to develop water confidence. To be able to execute and perform a reach and rescue from the water. To work on individual strokes-breaststroke, backstroke, and front crawl. To work on the correct breathing technique for efficient swimming strokes. Swimming between 25-50 meters, using arms and legs to move across the pool. Using floats, swim with a controlled leg kick. Describe actions of different strokes.</p> <p>Strength Lab/ Dance – Weather</p> <p>How to develop sequences with our partner in character that show relationships and interlinking dance moves. How to reflect and evaluate to make accurate improvements to our own and others performances. How to create sequences in pairs, applying flow and challenging their Creativity. What we mean by emotion and include this choreographical element in our performances. Emotion refers to the feelings a dancer’s character is feeling depending on their circumstances, mood, or relationships with others.</p> <p>Invasion Games – Basketball How to effectively apply passing and moving skills to keep possession. When to shoot, where to shoot from and why. When to pass, when to dribble or when to shoot and be able to explain why we have choose to made that decision. What ‘triple threat’ means and when this is applied during a game. The triple threat involves asking ourselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill. How to apply the correct technique when shooting. When shooting we need to keep the ball under control, with the palm of one of our hands under the ball with our fingers pointing upwards. Our other hand supports the side of the ball. We need to have a balanced stance, bending our knees and straighten them as we shot.</p>	<p>Swimming- Improving techniques for recognisable strokes -Front crawl, back stroke and breaststroke. Work with and without floatation aids to improve stroke technique. Work on regulating breathing techniques. Demonstrate and practice water safety principles. Aiming for 25-metre distance swim.</p> <p>Gymnastics – bridges</p> <p>How to create a ‘bridge balance’ with a partner using different levels and different connection points. How to reflect and evaluate using their observations to make accurate improvements to our own and others performances. How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity. Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.</p> <p>OAA – Problem Solving</p> <p>What the attributes of an effective team are. For example, integrity, communication, co-operation, and collaboration. How and why, we need to be able to communicate how we feel when working as part of a team. Why it is so important to be positive and approach the challenge positively. What verbal and non verbal communication means. Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. Non-verbal communication is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</p>	<p>Swimming-Continue to develop efficient swimming techniques, gradually increasing the distance. Athletics- Concentrate on developing good basic running, jumping and throwing techniques. Set different challenges for distance and time. Combine and apply skills learnt to competitive events.</p> <p>Striking and Fielding – Cricket</p> <p>How to bowl underarm, varying the speed at which we bowl depending on who is batting. Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs. How to outwit the fielding team when batting by varying the speed and direction we strike the ball. How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.</p> <p>Rounders</p> <p>How to bowl underarm, ensuring the bowl is a ‘good’ bowl. Why we need to return the ball quickly and accurately to the player on base 1. How to outwit the fielding team when batting by varying the direction we strike the ball. What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring.</p> <p>Net and Wall Games – Tennis What the ready position looks like. How we can outwit our opponent during a mini game. How to use their racket to direct the ball towards a space to win a point. How and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high. When to apply either a forehand or backhand shot in a game situation.</p>
<p>Key Skills</p>		

<p>Strength Lab/ Dance – Weather</p> <ul style="list-style-type: none"> • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner <p>Invasion Games – Basketball</p> <ul style="list-style-type: none"> • Refine dribbling • Refine passing and receiving • Refine passing and dribbling creating space • Refine passing and dribbling creating shooting opportunities • Introduce marking 	<p>Gymnastics – bridges</p> <ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion <p>OAA – Problem Solving</p> <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenges • The river rope challenge • Caving challenges 	<p>Striking and Fielding – Cricket</p> <ul style="list-style-type: none"> • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics <p>Rounders</p> <ul style="list-style-type: none"> • Develop an understanding of batting and fielding • Introduce bowling underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angles and speeds <p>Net and Wall Games – Tennis</p> <ul style="list-style-type: none"> • Developing the forehand • Creating space to win a point using a racket • Introduce the backhand • Applying the forehand and backhand in game situations • Applying the forehand and backhand creating space to win a point
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			Autumn	Spring	Summer
Subject - PE 	Year 5 All units and lessons available using the Complete P.E resource.	Topics indoor	Health Related Exercise	Gymnastics – Counter Balance and Counter Tensions	Athletics – Throwing and Jumping
			Dance – Space	OAA – Orienteering	Athletics - Competitions
		Topics outdoor	Striking and Fielding – cricket	Invasion Games – Football or Tag Rugby	Net / wall games - Tennis
			Invasion Games - Netball	Invasion Games – Hockey or Tag Rugby	Striking / fielding games - Rounders

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Prior learning (Year 4)		Future learning (Year 6)	
Strength lab/ dance	Continue developing their physical literacy skills and to improve their co-ordination and begin to link sequences through dance.	Strength lab/ dance	Children should confidently be able to describe how to perform the new movements learnt in the unit. Perform movements with control and precision. Confidently and securely link movements together to create a routine. Spot and identify errors in their own and other's performances.
Gymnastics	To begin to develop a variety of actions and use these within their routines. To begin to utilize space. To begin to use partner work partner work.	Gymnastics	With control link and adapt movements into well-timed sequences whilst incorporating floorwork and equipment.
Invasion games	To begin to show knowledge and understanding for warming up and cooling down. To begin to dribble and change direction confidently. To begin to pass and receive the ball with control.	Invasion games	To understand and effectively apply tactics to both attacking and defending game-based situations. To continue to improve knowledge of the rules and incorporate this into good refereeing. Effectively dribble, pass and shoot with success.
Net and wall	To begin to throw and catch with increasing control and accuracy.	Net and wall	Continue to develop different striking techniques (forehand, backhand and volley) and understand when to use each shot in a game. Begin to understand different serving techniques. Continue to develop their knowledge of the rules and apply this when umpiring.
Striking and fielding	To begin to throw, catch and strike a ball with increasing control and accuracy.	Striking and fielding	Continue to develop catching, throwing and striking skills. Continue to develop knowledge of different striking and fielding games (rounders). Understand how to effectively use a range of tactics both when batting and fielding.
Athletics	To begin to develop basic running jumping and throwing techniques.	Athletics	Show accurate control, speed, strength and stamina in athletic activities. Effectively adapt skills for different situations. Continue to develop their knowledge fo the rules for competition.

What pupils need to know or do to be secure

Autumn Term	Spring Term	Summer Term
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1 Health Related Exercise 2 Striking Fielding - Cricket	3 Dance Space 4 Invasion Games - Netball	1 Gymnastics – Counter Balance & Counter Tension 2 Invasion Games - Football	3 OAA – Orienteering 4 Invasion Games – Hockey	1 Athletics – Throwing and Jumping 2 Net / Wall – Tennis	3 Athletics - competitions 4 Striking / Fielding - Rounders
Key Vocabulary (definitions available via unit knowledge organiser)					
1 Health Related Exercise Cardiovascular System: Flexibility: Fitness, Fitness Assessment 2 Striking Fielding Cricket Tactics, bowling, Run Out, Wicket-keeper, No ball, Wide, Bye 3 Dance – Space (Y4 unit) Excellent Dancers, Expression, Creativity, Emotion, Motif, Choreography Character 4 Invasion Games – Netball Tactics, Transition, Possession, Marking, Shoulder Pass, Bounce Pass	1 Gymnastics – Counter Balance and Counter Tension Excellent gymnastics, interesting, flow, levels, counter-balance, counter-tension, unison, canon 2 Invasion Games – Football Tactics, marking, pressure, tackle, shadowing, tracking back 3 OAA - Orienteering Teamwork, strategy, tactics, communication, control point, scale 4 Invasion Games – Hockey Tactics, marking, attack, counter-attack, man-to-man marking, goal-side	1 Athletics – Throwing and Jumping Tactics, speed, distance, evaluation, change over, personal best, lap 2 Net / Wall - Tennis Tactics, outwit, space, accuracy, forehand, backhand, volley, serve 3 Athletics - Competitions Tactics, speed, distance, evaluation, change over, personal best, lap 4 Striking / Fielding – Rounders Tactics, fielder, bowler, batting and bowling square, no ball, out			
Key learning/knowledge					
<p>1 Health Related Exercise</p> <p>What the cardiovascular system is. The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. What are the main functions of the heart, lungs, blood and muscles are. What we mean by fitness. Cardiovascular Fitness is the state of being physically, mentally and socially healthy as a result of proper nutrition and exercise. Why it is important to cool down. What are the dangers and consequences are of leading an unhealthy lifestyle.</p> <p>2 Striking Fielding Cricket</p> <p>Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. How to create and apply simple fielding and batting tactics in order for their team to be successful. How and why the role as a batter may change depending on the situation of the game. Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand towards the wicket (stumps).</p> <p>3 Dance – Space (Y4 unit)</p> <p>How to perform accurately and convincingly in character with big bold actions. How to include a change of speed in our movements. What cannon and unison are and be able to include these choreographical elements in our performances. Canon: Canon is where pupils perform taking it</p>	<p>1 Gymnastics – Counter Balance and Counter Tension</p> <p>What ‘Counter Balance’ and ‘Counter Tension’ means, understanding the difference between them. How to include a change of speed in our movements. How to create and execute ‘Counter Balances’ and ‘Counter Tension Balances’ with a partner using a variety of levels and connection points. How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.</p> <p>2 Invasion Games – Football</p> <p>The different methods of defending that we can use during a game. How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. How "man-to-man marking," is used during a game and when this is applied. When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: tackling, marking, intercepting a pass and tracking back. What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick is. A free kick is awarded when a foul is committed by a defender on an attacker outside of the penalty area. A penalty kick is awarded when a foul committed by a defender on an attacker inside of the penalty area.</p> <p>3 OAA - Orienteering</p> <p>How to take responsibility for others and lead others in an effective way. Why we have to orientate a map in order to locate points on the map.</p>	<p>1 Athletics – Throwing and Jumping</p> <p>Why we need to maintain our speed until we cross the finish line. When and where the changeovers take place on a curved track. How to hurdle safely, applying the correct technique. How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.</p> <p>2 Net / Wall - Tennis</p> <p>When and where to play a volley shot in a mini game. When and where we serve in a mini game. Where we stand on the court when applying a volley shot in a mini game. Where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot. How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).</p> <p>3 Athletics – Competitions</p> <p>Why we need to maintain our speed until we cross the finish line. When and where the changeovers take place on a curved track. How to hurdle safely, applying the correct technique. How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.</p> <p>4 Striking / Fielding – Rounders</p> <p>Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders.</p>			

<p>in turns one after the other. Unison: Unison is where pupils perform the same movement at exactly the same time as each other.</p> <p>How to create a sequence, by accurately combining movements with flow and accurate timings.</p> <p>4 Invasion Games – Netball</p> <p>How 'marking,' is used during a game and when this is applied.</p> <p>Who we are marking during a game and why.</p> <p>How to move the ball up the court, creating an attack that results in a successful shooting opportunity.</p> <p>When, where and why we use different passes in a game; chest, bounce and shoulder passes, in order to keep possession.</p> <p>What the five positions in 'Stinger' netball are (GK, GD, C, GA, GS) and understand each role.</p>	<p>How to plan a route effectively in order to locate as many points as possible.</p> <p>How to manage time and avoid being late back and understand why this is important.</p> <p>4 Invasion Games – Hockey</p> <p>How "man-to-man marking," is used during a game and when this is applied.</p> <p>What the term "goal-side means. This is were a defender positions themselves between the attacker and the goal.</p> <p>How to combine passing and dribbling to create an attack that results in a successful shooting opportunity.</p> <p>When and why to apply different methods of defending; tackling, marking, blocking or intercepting in order to prevent the attackers from scoring.</p> <p>Our role in team when we are defending and when we are attacking.</p>	<p>How the fielding team can stop the batter scoring if they hit or miss the ball.</p> <p>How to create and apply simple fielding and batting tactics in order for our team to be successful.</p> <p>Why we need to double up on fielding positions, to maximise our efficiency when we are fielding.</p>
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Key Skills

<p>1 Health Related Exercise Creating movements to help express ourselves and our emotions.</p> <ul style="list-style-type: none"> • Using mime to manage positive and negative emotions • Using mediative poses to help control and manage our emotions <p>2 Striking Fielding Cricket</p> <ul style="list-style-type: none"> • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring <p>3 Dance – Space (Y4 unit)</p>	<p>1 Gymnastics – Counter Balance and Counter Tension</p> <ul style="list-style-type: none"> • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion <p>2 Invasion Games – Football Refine dribbling and passing to maintain possession</p> <ul style="list-style-type: none"> • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce Officiating <p>3 OAA - Orienteering</p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point 	<p>1,3 Athletics – Throwing and Jumping</p> <ul style="list-style-type: none"> • Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles <p>2 Net / Wall - Tennis</p> <ul style="list-style-type: none"> • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point <p>4 Striking / Fielding – Rounders</p> <ul style="list-style-type: none"> • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games
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<ul style="list-style-type: none"> • Extending sequences with a partner in character • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography and performance <p>4 Invasion Games – Netball</p> <ul style="list-style-type: none"> • Recap and refine dribbling and passing to create attacking opportunities • Develop marking • Refine shooting • Refine attacking skills, passing, dribbling and shooting introduce officiating 	<ul style="list-style-type: none"> • Timed course • Orienteering competition <p>4 Invasion Games – Hockey</p> <ul style="list-style-type: none"> • Develop defending; blocking and tackling • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack 	
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		Autumn	Spring	Summer	
 <p>Subject - PE</p>	Year 6	Topics Indoor	Health Related Fitness – Health Related Exercise	Gymnastics – Matching and Mirroring	Invasion Games – Handball
		Topics Outdoor	Dance – Titanic or WWII	OAA – Leadership	Athletics - Running
			Striking and Fielding – Cricket	Invasion Games – Hockey	Net / Wall Games – Tennis
			Invasion Games - Basketball	Invasion Games - Netball	Striking / Fielding Games - Rounders
<p>Key learning from national curriculum for year 6 Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities, Outdoor and Adventurous Activities. Health and Wellbeing-Daily mile, trim trail, classroom activity bursts, active playtimes and lunchtimes. Living in the Wider World-Team work and level 2 competitions, Community and Afterschool Clubs.</p>					

Prior learning (Year 5)		Future learning
Strength lab/ dance	To continue developing their physical literacy skills. To improve sequences of dance using rhythm and flow. To begin to	KS3 National curriculum units

	compose their own routines using co-ordination and sequences of dance.	
Gymnastics	To combine actions shapes and balances in gymnastic performances. Know and perform a variety of different rolls and twisted shapes. To balance using various parts of the body with increased control. To begin to mirror their partner. To lead a warm-up. To develop complex sequences to incorporate the use of using the large apparatus.	
Invasion games	To continue to develop passing and receiving whilst introducing movement and the different areas of a court/pitch. To develop strategies to enable their team to keep possession. To pass with increasing accuracy and success. To understand how to dribble using various parts of the foot. To develop attacking and defending principles that include closing space when defending.	
Net and wall	To learn the ready position. To begin to learn how to send and receive a ball with the correct grip and technique. To learn the forehand and backhand shot. To understand court position and when it is important to attack. To learn the rules and begin to referee and umpire games.	
Striking and fielding	Develop and improve fundamental movement skills. To continue to explore a range of throwing techniques. To begin to know how to strike a stationary ball with control and direction. Understand how and when to differentiate their bowling techniques. To learn how to strike the ball in a variety of situations. To apply rules and conventions to simple games.	
Athletics	To understand how to select the appropriate pace for the appropriate activity. To begin to use controlled techniques when taking off and landing. To continue to develop accuracy when	

throwing over different distances. To being to combine running and jumping skills.

What pupils need to know or do to be secure

Autumn Term		Spring Term		Summer Term	
1 Health and Fitness - exercise 2 Striking and Fielding - cricket	3 Dance – Titanic / WWII 4 Invasion Games - Basketball	1 Gymnastics – Matching / mirroring 2 Invasion Games - hockey	3 OAA - Leadership 4 Invasion Games - Netball	1 Invasion Games - handball 2 Net / wall - tennis	3 Athletics - running 4 Striking / fielding - rounders
Key Vocabulary					
<p>1 Health and fitness Cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment</p> <p>2 Striking and fielding – cricket Tactics, umpire, boundary, four runs, six runs, over</p> <p>3 Dance – Titanic / WWII Excellent dancer, expression, creativity, emotion, motif, rhythm, choreography</p> <p>4 Invasion Games - Basketball Tactics, transition, counter attack, high peak, backcourt violation, man-to-man marking</p>		<p>1 Gymnastics – Matching / mirroring Excellent gymnastics, flow, levels, matching, mirroring, unison, canon</p> <p>2 Invasion Games - hockey Tactics, attack, defending, counter attack, free hit</p> <p>3 OAA – Leadership Communication, leadership, cooperation, responsibility, space, task, equipment, people</p> <p>4 Invasion Games – Netball Tactics, transition, umpire, netball positions, marking</p>		<p>1 Invasion Games - handball Tactics, transition, counter attack, high press, formations</p> <p>2 Net / wall – tennis Tactics, space, outwit, forehand, backhand, volley, doubles, serve</p> <p>3 Athletics - running Tactics, teamwork, speed, distance, evaluation, false start, events</p> <p>4 Striking / fielding – rounders Tactics, fielder, bowling, run out, outfielder, umpire</p>	
Key Learning/ Knowledge					
<p>1 Health and fitness</p> <ul style="list-style-type: none"> . How strength and flexibility impact on our bodies performance. . Which sports rely on athletes being flexible and/or being strong. . What flexibility means. Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. . What is strength means. Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort. <p>2 Striking and fielding – cricket</p> <ul style="list-style-type: none"> . Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters. . How and when to apply a range of fielding skills into mini games. . How to umpire and score in a mini game of cricket, applying the correct signals when umpiring. <p>3 Dance – Titanic / WWII</p> <ul style="list-style-type: none"> . How to make effective evaluations of an individuals or pairs' strengths and weaknesses. . Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. . What 'Choreography' means. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform. 		<p>1 Gymnastics – Matching / mirroring</p> <ul style="list-style-type: none"> . What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time. . What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other. . Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. . How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. <p>2 Invasion Games - hockey</p> <ul style="list-style-type: none"> . That once we regain possession of the ball we become attackers. . How different attacking tactics can be applied during a game to create shooting opportunities. . How different defending tactics can be applied during a game to prevent attacking opportunities. . How to officiate our games fairly applying the rules correctly. <p>3 OAA – Leadership</p>		<p>1 Invasion Games - handball</p> <ul style="list-style-type: none"> . How and when different defensive tactics can be applied during a game to prevent attacking opportunities. . How " Zonal Marking," is used during a game and when this is Applied. Defenders mark the space closest to them, marking whichever attackers enter their space. . How different attacking tactics can be applied during a game to create shooting opportunities. . How to apply the basic rules of handball and will be able to take responsibility for officiating and managing our own games. <p>2 Net / wall – tennis</p> <ul style="list-style-type: none"> . When, where and why we are selecting to play a shot (forehand, back or volley) to win a point. . How to use the correct scoring system during a mini game. . How to organise, umpire and manage round robin games. <p>3 Athletics – running</p> <ul style="list-style-type: none"> . Why we need to apply accurate head, arm and foot technique to make ourselves run quicker. 	

<p>. How to include a change of speed and dynamic in our movements.</p> <p>4 Invasion Games – Basketball</p> <ul style="list-style-type: none"> . How we can regain possession if we miss a shot (rebound). . How different attacking tactics can be applied during a game to create shooting opportunities. . How to regain possession if we lose possession of the ball. . How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities. . How to apply the basic rules of basketball and will be able to take responsibility for officiating and managing our own games. 	<p>. What makes an effective leader and why this is so important for the success of a team.</p> <p>How to use the 'STEP' principle when leading an activity.</p> <p>.What the 'STEP' principle is: Space, Task, Equipment. People.</p> <p>4 Invasion Games – Netball</p> <ul style="list-style-type: none"> . How to organise our team, selecting who to play in each position and understanding why. . How to create and apply attacking tactics during a game to create attacking opportunities. . How to regain possession if we lose possession of the ball. . How to create and apply defensive tactics during a game to prevent attacking opportunities. . How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games. 	<p>. Why we need to select certain pupils for certain events in order for our team to be successful.</p> <p>. How to transfer their body weight to push (put) the shot put and throw the javelin further.</p> <p>4 Striking / fielding – rounders</p> <ul style="list-style-type: none"> . How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful. . How to umpire and score in a game. . The difference between racing rounders and the full game, applying this understanding into mini games.
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Key Skills

<p>1 Health and fitness</p> <ul style="list-style-type: none"> • Creating movements to help express ourselves and our emotions. • Using mime to manage positive and negative emotions • Using mediative poses to help control and manage our emotions <p>2 Striking and fielding – cricket</p> <ul style="list-style-type: none"> • Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game <p>3 Dance – Titanic / WWII</p> <ul style="list-style-type: none"> • Creating rhythmic patterns using our body • Extend choreography through controlled movements, character emotion and expression • Explore the relationships between characters applying character emotion and Expression <p>4 Invasion Games - Basketball</p> <ul style="list-style-type: none"> • Consolidate keeping possession and officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations 	<p>1 Gymnastics – Matching / mirroring</p> <ul style="list-style-type: none"> • Introduction to matching/ mirroring • Application of matching/ mirroring learning onto apparatus • Sequence development <p>2 Invasion Games – hockey</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations <p>3 OAA – Leadership</p> <ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space , Task, Equipment and People <p>4 Invasion Games – Netball</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations 	<p>1 Invasion Games - handball</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Understand and apply defending tactics in game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios <p>2 Net / wall – tennis</p> <p>Game application</p> <ul style="list-style-type: none"> • Game application, mixed ability doubles, round robin games <p>3 Athletics - running</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition <p>4 Striking / fielding – rounders</p> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations
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