

Physical Education



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

PE Curriculum Plan

2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	<p>Let's Get Moving</p> <p><i>An introduction to PE in school, including:</i></p> <p>Learning how to get changed/dressed/undressed for PE.</p> <p>Taking shoes on/off.</p> <p>Following simple instructions.</p> <p>Lining up.</p> <p>Knowledge of different body parts.</p> <p>Moving in a variety of different ways.</p> <p>Learning to balance.</p>	<p>Gymnastics</p> <p>Create a short sequence of movements.</p> <p>Roll in different ways with some control.</p> <p>Travel in different ways.</p> <p>Stretch and curl in different ways.</p> <p>Take weight on different body parts.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with some control.</p> <p>Move around, under, over and through different objects and equipment.</p>	<p>Dance</p> <p>Imitates movement in response to music.</p> <p>Creates movement in response to music.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Experiments with different ways of moving.</p>	<p>Games</p> <p><i>Ball Skills.</i></p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking.</p> <p>Using equipment to control a ball.</p> <p>Kick an object at a target.</p> <p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules.</p> <p>Control their body when performing a sequence of movements.</p>	<p>Athletics</p> <p>Explore running, jumping and throwing. Take part in simple competitive races.</p> <p>Practise different field events and different race types, specific to EYFS in preparation for sports day.</p>	<p>Swimming</p> <p>Enter the water safely.</p> <p>Move forward for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move backwards for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move sideways for a distance of 5 metres, feet may be on or off the floor.</p> <p>Scoop the water and wash the face.</p> <p>Be comfortable with water showered from overhead.</p> <p>Move from a flat floating position on the back and return to standing.</p> <p>Move from a flat floating position on the front and return to standing.</p> <p>Push and glide in a flat position on the front from a wall.</p>

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						Give examples of two pool rules. Exit the water safely.
Evaluating and Improving Performance Children will be able to say which performances they liked the best and what specifically they liked about it. Talk about what they have done. Talk about what others have done.		Knowledge and Understanding of Health and Fitness Children can explain how their body feels before, during and after exercise. Begin to understand how physical activity help the body to be healthy.				
Key Vocabulary						
Gymnastics Warm up, Cool down Control, Balance Move, Jump, Land High, low Shape, Travel Health, Diet, Exercise Healthy, Safety Space, Copy Watch, Equipment		Games throw, catch pass, roll, stopping large/small movement move, health, explore diet, exercise, healthy safety, space, copy watch, equipment team work		Dance Large and small movements, move, Health, explore, Performance, Diet, exercise, healthy, Safe, space, music, Copy, watch, equipment, travel, Spinning, turning, rolling, jumping, timing		

PE Curriculum Plan

2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Year 1</p>	<p>Games <i>Throwing and Catching / Aiming Games</i></p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practice accurate throwing (underarm and overarm) and consistent catching.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Gymnastics</p> <p>Begin to move with control and care. Carry out a range of simple jumps, landing safely.</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Spin, turn, roll and twist with control.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link movements to make a sequence.</p> <p>Recognise and copy contrasting movements' e.g small/tall or narrow/wide.</p> <p>Carry out simple stretches.</p>	<p>Swimming</p> <p>Enter the water safely.</p> <p>Move forward for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move backwards for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move sideways for a distance of 5 metres, feet may be on or off the floor.</p> <p>Scoop the water and wash the face.</p> <p>Be comfortable with water showered from overhead.</p> <p>Move from a flat floating position on the back and return to standing.</p> <p>Move from a flat floating position on the front and return to standing.</p> <p>Push and glide in a flat position on the front from a wall.</p>	<p>Dance</p> <p>Children will focus on spatial awareness and being able to move confidently and safely in a space whilst exploring basic agility, balance and co-ordination skills.</p> <p>Children will move to music and copy dance moves.</p> <p>Children will make up a short dance and move around the space safely.</p>	<p>Athletics</p> <p>Explore running, jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>Practise different field events and different race types, specific to year 1 in preparation for sports day.</p>	<p>Games <i>Large ball skills and games.</i></p> <p>Practise basic striking, sending and receiving.</p> <p>Travel with a ball in different directions with control and fluency.</p> <p>Use kicking skills in a game.</p> <p>Pass the ball to another player in a game.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Follow simple rules.</p>

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	Follow simple rules.		<p>Push and glide in a flat position on the back from a wall.</p> <p>Give examples of two pool rules.</p> <p>Exit the water safely.</p> <p>Session 2: See 'Fitness Skills / Circuit Training' below</p>			
<p>Evaluating and Improving Performance Children will be able to say what they like about a performance and suggest something that they could do to improve it even further.</p>		<p>Knowledge and Understanding of Health and Fitness Children can explain how their body feels before, during and after exercise.</p> <p>Begin to understand the long term health benefits of physical activity.</p>		<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i> Change the direction of their movements. Identify an activity they are good at. Perform more than one type of jump correctly Answer some questions about how they feel after exercise Identify similarities between their own performance and that of someone else. Combine skills within an activity which has been slightly modified. Identify which skills are needed for a particular activity with support. Complete activities modelled to them by a partner. Identify their highest and lowest scores. Tell a partner what they are doing well in their performance. Talk about their scorecard with support.</p>		
Key Vocabulary						
<p>Gymnastics Points, patches High, low Travel Strong tension Stretch, extension Control, Flight, Bounce Jump, Flexible, Balance</p>		<p>Games Throw, catch, Pass, receive Bounce, roll, Dribble, hit Space, move, safety looking, stopping control, target, aiming warm up, cool down team work</p>		<p>Dance Compose, timing, gesture Movement, dance phrase Choreography, routine, formation, explore Rhythm, performance, music Exercise, direction Spinning, turning, speeds, Levels, copy, watch, describe,</p>		

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Stretch, Spin, Shape Land, Wide, narrow, Curled Warm up, cool down		Travel, slide, spinning, turning Evaluate, beats
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2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 2	<p>Gymnastics <i>Flight</i></p> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Explore movements on different levels (high, low).</p> <p>Travel in a variety of ways, including rolling. Spin, turn and twist with increasing control.</p> <p>Hold a still shape whilst balancing on different points of the body (for 3 seconds).</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely. Move with increasing control / care.</p> <p>Travel to rhythm along different pathways. Link actions to make a sequence with a partner.</p>	<p>Swimming</p> <p>Enter the water safely.</p> <p>Move forward for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move backwards for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move sideways for a distance of 5 metres, feet may be on or off the floor.</p> <p>Scoop the water and wash the face.</p> <p>Be comfortable with water showered from overhead.</p> <p>Move from a flat floating position on the back and return to standing.</p> <p>Move from a flat floating position on the front and return to standing.</p> <p>Push and glide in a flat position on the front from a wall.</p>	<p>Dance</p> <p>Children will explore, remember, repeat and link a range of actions with coordination and control.</p> <p>Children compose and perform dance phrases and short dances (using simple movement patterns) that express and communicate moods, ideas and feelings.</p> <p>Children can change rhythm, speed, level and direction in a dance.</p> <p>Children can put some dance moves into a short sequence</p>	<p>Games <i>Dribbling, kicking and hitting</i></p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Use foot-eye coordination to control a ball.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking and dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds – following a variety of pathways.</p> <p>Change speed and direction whilst running.</p> <p>Begin to use and choose the best space in a game.</p> <p>Begin to use and understand the terms defending and attacking.</p>	<p>Athletics</p> <p>Practise different field events and different race types, specific to year 2 in preparation for sports day.</p> <p>Run for different periods of time. Show differences in running at speed and jogging.</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on the other foot).</p> <p>Show control at take-off and landing. Explain what is successful and how to improve.</p> <p>Throw into targets.</p> <p>Perform and describe a range of throwing actions e.g rolling, underarm, overarm.</p>	<p>Games</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds – following a variety of pathways.</p> <p>Change speed and direction whilst running.</p> <p>Begin to use and choose the best space in a game.</p> <p>Begin to use and understand the terms defending and attacking.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>

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	<p>Push and glide in a flat position on the back from a wall.</p> <p>Give examples of two pool rules.</p> <p>Exit the water safely.</p> <p>Session 2: See 'Fitness Skills / Circuit Training' below</p>		<p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p>		
<p>Evaluating and Improving Performance Children will be able to comment on the performance positively and suggest something that they could do to improve the quality.</p> <p>Talk about differences between their work and that of others.</p>		<p>Knowledge and Understanding of Health and Fitness Children can explain how their body feels before, during and after exercise.</p> <p>Begin to understand the long term health benefits of physical activity.</p>		<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i> Change the direction of their movements. Identify an activity they are good at. Perform more than one type of jump correctly Answer some questions about how they feel after exercise Identify similarities between their own performance and that of someone else. Combine skills within an activity which has been slightly modified. Identify which skills are needed for a particular activity with support. Complete activities modelled to them by a partner. Identify their highest and lowest scores. Tell a partner what they are doing well in their performance. Talk about their scorecard with support.</p>	
<p>Key Vocabulary</p>					
<p>Gymnastics High, low Travel, Slide Rolling, Jump, Land Flexible, Tension Extension, Stretch Balance, Spin Shape, Linking Sequence, Technique Warm up, cool down</p>		<p>Games Throw, catch, Pass, receive Bounce, , roll, Control, dribble Hit, Space, Move, safety Looking, stopping Evaluate, Controlling Defender, Attackers Warm up, cool down Calling, signalling</p>		<p>Dance Compose, perform Pattern, express, Dance phrase Explore, direction Pathways, music Travel, slide Spinning, turning, Rolling, jump, spring Speeds, levels,</p>	

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Leap, Direction	Team work, Rules	Evaluate, tension Control, extension Timing, beats
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2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	<p>Dance</p> <p>Children perform dances focusing on creating, adapting and linking a range of dance actions.</p> <p>They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli.</p> <p>Children work individually, in pairs, small groups and as a whole class.</p> <p>Children improvise freely, translating ideas from a stimulus into movement. Children can share and create phrases with a partner and in small groups.</p> <p>Children will repeat, remember and perform phrases in a dance.</p>	<p>Gymnastics</p> <p>Understand symmetry and asymmetry, including this in a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of front and direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence (3 seconds).</p> <p>Begin to show flexibility in movements.</p>	<p>Games</p> <p><i>Invasion – Tag Rugby</i></p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Throw a ball in different ways (high, low, fast, slow).</p> <p>Move with the ball in a variety of ways with some control. Choose two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Mark a player.</p>	<p>Athletics</p> <p>Develop good basic running, jumping and throwing techniques.</p> <p>Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Practise different field events and different race types, specific to year 3 in preparation for sports day.</p> <p>Run at fast, medium and slow speeds, changing speed.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Take part in a relay activity.</p> <p>Throw a variety of objects, changing the action for accuracy and distance.</p>	<p>Swimming</p> <p>Children will be taught to: swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Children will use a range of strokes effectively (front crawl, backstroke and breaststroke).</p> <p>Children will learn to perform safe self-rescue in different water based situations.</p> <p>Session 2: See ‘Fitness Skills / Circuit Training’ below</p>	<p>Games</p> <p><i>Net/Wall – Badminton / Tennis</i></p> <p>Hold a racquet correctly and make good contact with the ball/shuttlecock.</p> <p>To feed, throw and hit a shuttlecock or ball.</p> <p>To know how to throw/strike ball/shuttle over a range of high, medium, low barriers to show variations in levels, speeds and directions</p> <p>To use appropriate shots for different purposes.</p> <p>Begin to understand the rules of net/wall games and play with others.</p> <p>Apply and follow rules fairly.</p>

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			<p>Find a useful space and get into it to support team mates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply basic principles of invasion games.</p>		
<p>Evaluating and Improving Performance Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p>	<p>Knowledge and Understanding of Health and Fitness Children understand and explain why a warm up and cool down is important.</p> <p>Suggest appropriate warm up ideas.</p> <p>Work in a responsible and safe manner.</p> <p>Recognise changes in body temperature, heart rate and breathing.</p> <p>Begin to understand the long term health benefits of physical activity.</p>	<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i> Use a controlled pivot movement to change direction quickly. Identify what they need to do to improve their performance in a particular activity. Use a pivot movement to change direction. Identify which activities they need to improve. Perform different types of jumps with control and use more than one type of jump in an activity. Explain how they feel after exercise. Identify similarities and differences between their own performance and that of someone else. Combine skills within an activity. Identify which skills are needed for a particular activity. Complete activities independently and record their scores. Suggest some ways that a partner can improve their performance. Identify improvements shown on their scorecard.</p>			
Key Vocabulary					
<p>Gymnastics Pathway, Flexible Direct, Travel, Stretch</p>	<p>Games Dribble, Send, Pass, receive Calling, signalling, Space, movement</p>	<p>Dance Turn, gesture, jump, travel, express Explore, mimic, mime, timing, music</p>			

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Wide, thin, Long, short Curled, Roll Jump, Levels, Speeds, Sequence Acceleration, deceleration Direction, Leap, Spin, Side step Tension, extension Even, uneven Symmetrical, asymmetrical Balance	Scoring, High, low, Tactics, Space Opponent, Target, Throw, catch Feed, , aiming, Striking, hitting Rules, Over arm, under arm Fielding, Chasing, Rolling, Barrier Space, movement, Scoring Warm up, cool down Team work	Flow, movement, patterns, motif, beats, rhythm, aesthetic, dynamic, transition, rotation, performance evaluate
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2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 4	<p>Dance</p> <p>Children focus on creating characters and narrative through movements and gesture. They gain inspiration from a range of stimuli.</p> <p>Children will use movement to explore and communicate ideas and issues and their own feelings and thoughts. Children will perform dances using a range of movement patterns</p> <p>Children will take the lead when working with a partner or group. Dance will be used to communicate an idea.</p> <p>Children will work on their movements and refine</p>	<p>Gymnastics</p> <p>Travel in different ways, including using flight.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects balance.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create a sequence of movements that fit a theme. Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p>	<p>Games</p> <p><i>Invasion – Tag Rugby</i></p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Mark a player effectively.</p> <p>Find a useful space and get into it to support team mates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Understand and begin to apply basic principles of invasion games.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Pass the ball with increasing speed, accuracy</p>	<p>Swimming</p> <p>Children will be taught to: swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Children will use a range of strokes effectively (front crawl, backstroke and breaststroke).</p> <p>Children will learn to perform safe self-rescue in different water based situations.</p> <p>Session 2: See ‘Fitness Skills / Circuit Training’ below</p>	<p>Athletics</p> <p>Practise different field events and different race types, specific to year 4 in preparation for sports day.</p> <p>Run smoothly at different speeds. Choose different styles of running for different distances.</p> <p>Place and sustain effort over longer distances. Recognise how the body works in different types of challenges over different distances.</p> <p>Carry out warming up and stretching safely.</p> <p>Set realistic targets of times to achieve over a short and longer distance</p>	<p>Games</p> <p><i>Cricket</i></p> <p>Use a bat, racquet or stick to hit a ball / shuttlecock with accuracy and control.</p> <p>Accurately serve or throw underarm.</p> <p>Hit a bowled ball towards an intended target area.</p> <p>Use hand-eye coordination to strike a moving and stationary ball.</p> <p>Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency.</p>

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	<p>them to make their dance clear and fluent.</p>	<p>Show changes of direction, speed and level during a performance.</p> <p>Perform different rolls demonstrating tension throughout.</p>	<p>and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics used in a game.</p> <p>Adapt rules to alter games.</p>		<p>and when jumping for height or distance or when throwing over a distance understanding that some implements with travel further than others (with guidance).</p> <p>Perform combinations of jumps e.g hop, step, jump showing control and consistency.</p> <p>Perform different styles of throwing e.g pulling, pushing and slinging (to prepare for javelin, shot and discus).</p> <p>Throw with greater control.</p> <p>Consistently hit a target with a range of implements.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics used in a game.</p> <p>Adapt rules to alter games.</p>
<p>Evaluating and Improving Performance</p> <p>Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>Be confident to analyse and comment on what they see.</p>		<p>Knowledge and Understanding of Health and Fitness</p> <p>Children explain why a warm up is important and why keeping fit is good for their health.</p> <p>Begin to think about warm up ideas that prepare them for the exercise that they are going to do.</p> <p>Can talk confidently about the effect exercise has on their body and why they need to stay fit and healthy.</p>		<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i></p> <p>Use a controlled pivot movement to change direction quickly. Identify what they need to do to improve their performance in a particular activity.</p> <p>Use a pivot movement to change direction. Identify which activities they need to improve. Perform different types of jumps with control and use more than one type of jump in an activity. Explain how they feel after exercise. Identify similarities and differences between their own performance and that of someone else.</p>		

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		<p>Combine skills within an activity. Identify which skills are needed for a particular activity. Complete activities independently and record their scores. Suggest some ways that a partner can improve their performance. Identify improvements shown on their scorecard.</p>
Key Vocabulary		
<p>Gymnastics Balance, Travel Shape, Extension, Tension Direction, Sliding, Rolling Communication, Cooperation Weight, Jumping, Twisting Turning, Speeds, Levels Spin, Flexibility Co-ordination Warm up, cool down</p>	<p>Games High, low, Space Opponent, Target, Throw, catch Feed, Aiming, Chest pass Agility, opponent, accurate Dodging, control, signalling Evaluate, tactics, rules over arm, under arm warm up, cool down</p>	<p>Dance Unison, flow, choreograph, bouncy Formation, canon, explore Audience, narrative, character Transition, mirroring, music, beats Rhythm, matching, gestures Performance, evaluate, stimuli improvise</p>

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2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Year 5/6</p> <p>Year A</p>	<p>Swimming</p> <p>Children will be taught to: swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Children will use a range of strokes effectively (front crawl, backstroke and breaststroke).</p> <p>Children will learn to perform safe self-rescue in different water based situations.</p> <p>Session 2: See 'Fitness Skills / Circuit Training' below</p>	<p>Dance</p> <p>Children will compose their own dances in a creative and imaginative way.</p> <p>Children will perform to an accompaniment, expressively and sensitively.</p> <p>Movements will be controlled.</p>	<p>Gymnastics</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>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 a balance.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Games <i>Football</i></p> <p>Use different techniques to control a ball.</p> <p>Identify and apply techniques for controlling a ball.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p>	<p>Athletics</p> <p>Develop their technical understanding of athletic activity.</p> <p>Children learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>Demonstrate power and control when demonstrating a range of jumps.</p> <p>Use pulling and pushing with foam javelin and shot.</p> <p>Practise different field events and different race types, in preparation for sports day.</p>	<p>OAA</p> <p>Use maps and diagrams to orientate themselves around a course.</p> <p>Move confidently through familiar and less familiar environments.</p> <p>Children use clues to navigate a route.</p> <p>Children adapt skills and strategies as the situation demands.</p>

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				<p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>		
<p>Evaluating and Improving Performance</p> <p>From observation of others, begin to describe constructively how to refine, improve and modify performance.</p> <p>Refine own performance in response to comments of others' and self-analysis.</p>		<p>Knowledge and Understanding of Health and Fitness</p> <p>Children can explain some important safety principles when preparing for exercise.</p> <p>Demonstrate activities for specific aspects of warm up, stretching, joint mobility, raising heart and breathing rates.</p> <p>Describe the effects of exercise on the body showing an understanding of the principles of respiration, temperature, fatigue and recovery.</p>		<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i></p> <p>Perform and combine different types of jump with control and fluency.</p> <p>Describe and compare how they feel before and after exercise.</p> <p>Talk about what they have learnt from watching other people and how they will use this to improve their own performance.</p> <p>Combine skills within an activity and move between them with control and fluency.</p> <p>Explain how skills are used within an activity and identify which activities require more than one skill.</p> <p>Assist their peers by clearly explaining how to complete activities and record scores correctly.</p> <p>Evaluate their performance and talk about what changes they could make to improve their scores.</p> <p>Explain how they have used feedback from a partner to improve their performance.</p> <p>Explain which activities show the greatest/least improvement in their performance and give possible reasons why.</p>		
Key Vocabulary						
<p>Gymnastics</p> <p>Bridges, Balance</p> <p>Travel, Shape</p> <p>Roll, Turn, Jump</p> <p>Slide, Levels, Speed, Direction</p> <p>Sequence, Extension, Tension</p> <p>Strong, Contrasting</p>		<p>Games</p> <p>Chest pass, Space, Opponent</p> <p>Target, Movement, Accurate</p> <p>Control, Signalling, Balance</p> <p>Strength, Agility, throw</p> <p>Send, receive, Catch, Calling</p> <p>Dodging, Striking, hitting</p>		<p>Dance</p> <p>Turn, gesture</p> <p>Jump, stillness</p> <p>Travel, expression</p> <p>Clarity, mimic, mime</p> <p>Formation, explore</p> <p>Timing, music, movement</p>		

PE Curriculum Plan

Communication, Leadership Spin, Rotate Flight, Leap, Take off, land Clockwise, anti-clockwise Warm up, cool down	Fielding, Chasing, Rolling Team work Over arm, Under arm Scoring , Evaluate health, fitness, well-being, tactical	Patterns, motif, music, beats Rhythm, performance Action, reaction Evaluate, improvise
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PE Curriculum Plan

2022/23	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Year 5/6</p> <p>Year B</p>	<p>Swimming</p> <p>Children will be taught to: swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Children will use a range of strokes effectively (front crawl, backstroke and breaststroke).</p> <p>Children will learn to perform safe self-rescue in different water based situations.</p> <p>Session 2: See 'Fitness Skills / Circuit Training' below</p>	<p>Dance</p> <p>Children will compose their own dances in a creative and imaginative way.</p> <p>Children will perform to an accompaniment, expressively and sensitively.</p> <p>Movements will be controlled.</p> <p>Dance will show clarity, fluency, accuracy and consistency.</p> <p>Children will develop imaginative dances in a specific style.</p> <p>Children may choose their own music, style and dance.</p>	<p>Gymnastics</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, and stretching.</p> <p>Children plan with others taking account of safety and danger.</p>	<p>OAA</p> <p>Children learn how to work with and communicate well with others and are able to delegate roles within a team.</p> <p>Use a map with confidence to navigate around a route.</p> <p>Work confidently in changing environments and situations, adapting quickly.</p>	<p>Athletics</p> <p>Practise different field events and different race types in preparation for sports day.</p> <p>Sustain pace over longer distances.</p> <p>Perform relay change overs.</p> <p>Identify the main strengths and areas of improvement of a performance of self and others.</p> <p>Perform a range of warm up exercises specific to running. Explain how warming up affects performance.</p> <p>Set realistic targets for self - of times to achieve over a short /longer distance or when jumping for distance or height.</p> <p>Demonstrate a range of jumps showing power and control and</p>	<p>Games</p> <p><i>Cricket / Rounders</i></p> <p>Use good hand-eye co-ordination to be able to direct a ball when striking and hitting.</p> <p>Hit a bowled ball towards an intended target area over longer distances.</p> <p>Bowl over arm accurately towards an opponent.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>

PE Curriculum Plan

					<p>consistency at both take-off and landing.</p> <p>Throw with greater accuracy, control, efficiency of movement using pulling, pushing and slinging action with foam javelin and discus.</p>	<p>Demonstrate a good awareness of space.</p> <p>Apply skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Lead others during a game.</p>
<p>Evaluating and Improving Performance</p> <p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p>		<p>Knowledge and Understanding of Health and Fitness</p> <p>Children show responsibility and can contribute ideas for warm ups specific to the activity being undertaken.</p> <p>Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.</p> <p>Describe the effects of exercise on the body showing an understanding of the principles of respiration, temperature, fatigue and recovery.</p>		<p>Fitness Skills / Circuit Training <i>Hour 2 of PE during Swimming Term.</i></p> <p>Perform and combine different types of jump with control and fluency.</p> <p>Describe and compare how they feel before and after exercise.</p> <p>Talk about what they have learnt from watching other people and how they will use this to improve their own performance.</p> <p>Combine skills within an activity and move between them with control and fluency.</p> <p>Explain how skills are used within an activity and identify which activities require more than one skill.</p> <p>Assist their peers by clearly explaining how to complete activities and record scores correctly.</p> <p>Evaluate their performance and talk about what changes they could make to improve their scores.</p> <p>Explain how they have used feedback from a partner to improve their performance.</p> <p>Explain which activities show the greatest/least improvement in their performance and give possible reasons why.</p>		

PE Curriculum Plan

Key Vocabulary

Gymnastics

Counter-balance, Balance
 Travel, Shape, Extension
 Tension
 Matching, Mirroring
 Contrasting
 Communication, Leadership
 Synchronisation, Canon
 Warm up, cool down.

Games

Dribble, Invasion, Signal, receive
 Tackle, Attack, defend
 Accuracy, Team work
 Strategy, tactics
 Agility, Control
 Dodging technique
 Throw, Send, catch
 Calling, Striking, hitting
 Fielding, chasing
 Rolling, Bowling, Over arm
 Under arm, Space, movement
 Scoring, Fitness, Well-being
 Evaluate

Dance

Turn, gesture
 Jump, stillness
 Travel, expression
 Combine. Clarity
 Mimic, mime
 Explore, timing
 Movement, structure
 Fluent, patterns
 Music motif, music beats
 Performance, rhythm
 Fitness, health and wellbeing
 Evaluate, improvise