

## Talbot Primary School P.E. Curriculum Map

Year Group	1 <sup>st</sup> half Autumn	2 <sup>nd</sup> half Autumn	1 <sup>st</sup> half Spring	2 <sup>nd</sup> half Spring	1 <sup>st</sup> half Summer	2 <sup>nd</sup> half Summer
EYFS	INTRODUCTION TO P.E.  Gymnastics	Dance  Gymnastics.	Ball Skills 1  Games 1	Dance  Ball Skills 2 IG: Football - AFCB – p.m.	Swimming (one afternoon per week per class)  Fundamentals	Fundamentals  Games 2- Forest School
Year 1	Gymnastics  Invasion Games IG: Football - AFCB – p.m.	Dance  Sending and Receiving Skills	Swimming  Team Building	Swimming.  Yoga	Athletics  NW: Net Wall Skills	FITNESS  SF: Striking & Fielding Skills Forest School
Year 2	Ball Skills Football - AFCB – a.m.  Dance	Orienteering *  Gymnastics	Invasion Games  Yoga	Fundamentals  Athletics	SF: Rounders & Cricket- co-ordination and small ball skills  Team Building Forest School	Swimming  NW: Tennis
Year 3	Gymnastics  IG: - Netball	Dance  IG: Football - AFCB – a.m.	IG: Tag-Rugby  Fitness Circuits	Swimming  Athletics Forest School	SF: Cricket  YOGA	Swimming  DODGEBALL
Year 4	Swimming  IG: Basketball	Swimming  IG: HOCKEY	SF: ROUNDERS  OAA Forest School	Dance (Tudor Dance)  IG: Football - AFCB – a.m.	NW: TENNIS  FITNESS	Athletics  Gymnastics
Year 5	Swimming  IG: - Tag rugby	Swimming  NW: Volleyball Forest School PL Reading Stars YR 5/6	Swimming  Gymnastics Active Numeracy Yr. 5/6	Dance  SF: Cricket	Athletics  Tri golf *	Football - AFCB – a.m.  SF: Rounders
Year 6	Swimming  IG: DODGEBALL Forest School	Swimming  IG: - Basketball PL Reading Stars YR 5/6	IG: Football - AFCB – p.m.  Dance Active Numeracy Yr. 5/6	Gymnastics  IG: Hockey	FITNESS  OAA	Athletics  SF: Cricket. Swimming (boosters)

EYFS P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Gymnastics Rec Unit 1 - GS4P.E.	Dance Unit 1 - GS4P.E.	Ball Skills Unit 1 - GS4PE	Dance Unit 2 - GS4P.E.	Swimming (See Swimming Plan)	Fundamentals GS4PE – Unit 2
Overarching question	What different movements are there in gymnastics? Eg. Rolling, jumping etc.	What skills do you need to be able to dance? E.g. Counting, observing etc.	How many different ways can you use a ball? E.g. Throwing, catching.	How can I move in time to music? E.g. Observing others and feeding back		What do I need to do to hold a balance? E.g. Arms out, eyes on one spot.
Key Concepts & vocab	<b>Physical:</b> Shapes / Balances / Jumps / Rocking / Rolling / Travelling <b>Social:</b> Taking turns / Cooperation / Communication / Confidence / Determination / <b>Thinking:</b> Selecting and applying skills / Creating sequences	<b>Physical:</b> Travelling / Copying and performing actions <b>Social:</b> Respect / Co-operating with others <b>Emotional:</b> Working independently / Confidence <b>Thinking:</b> Counting / Observing and providing feedback / Selecting and applying actions	<b>Physical:</b> Rolling a ball / Stopping a rolling ball / Throwing at a target / Bouncing a ball / Dribbling a ball with feet / Kicking a ball <b>Social:</b> Cooperation/ Supporting others <b>Emotional:</b> Honesty / Emotional: Perseverance <b>Thinking:</b> Using tactics / Decision making	<b>Physical:</b> Travelling / Copying and performing actions <b>Social:</b> Respect / Co-operating with others <b>Emotional:</b> Working independently / Confidence / <b>Thinking:</b> Counting / Observing and providing feedback / Selecting and applying action		<b>Physical:</b> Hopping / Galloping / Skipping Sliding / Jumping / Changing direction Balancing / Running <b>Social:</b> Working safely / Responsibility / Working with others <b>Emotional:</b> Managing emotions / Challenging myself <b>Thinking:</b> Selecting and applying actions
Precis	In this unit, children will develop their basic gymnastic skills through the topic of 'animals'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	In this unit children will develop their ball skills through the topic of 'mini beasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.		In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.
Early Learning Goals	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules		<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas & use them in response to a task I understand and follow rules.
Health & Safety	For gymnastic activities, pupils should remove shoes and socks. * Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus', 'Safely Using Apparatus' and 'Rolls.'	For dance lessons, children should remove their shoes and socks. It is also good practice for teachers to do this. Ensure children work in their own safe space. Base stations can help to aid this.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	For dance lessons, children should remove their shoes and socks. It is also good practice for teachers to do this. Ensure children work in their own safe space. Base stations can help to aid this.		Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.

EYFS P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	INTRO TO P.E. Unit 2 - GS4P.E	Gymnastics Rec Unit 2 - GS4P.E.	Games GS4PE – Unit 1	IG: Ball Skills – Unit 2 - GS4PE Football – AFCB – p.m.	Fundamentals GS4PE – Unit 1	Games GS4PE – Unit 2
Overarching question	How do you make sure you are safe in PE? E.g. Listen to instructions carefully	What can a gymnastics sequence include? E.g. Balances, movements etc.	Can you tell me the rules for one of the games we've been learning about?	What different ways are there to control a football? e.g. Dribbling, kicking etc.	How many different ways can you move safely in a space?	How do you work well as part of a team?
Key Skills, Concepts & vocab	Physical: Moving safely / Running / Jumping / Throwing / Catching / Rolling Social: Sharing and taking turns / Encouraging and supporting others / Responsibility Emotional: Honesty and fair play / Confidence / Perseverance Thinking: Decision making / Understanding and using rules	Physical: Shapes / Balances / Jumps / Rock and roll / Barrel roll / Straight roll / Progressions of a forward roll / Travelling/ Social: Taking turns / Helping others / Emotional: Determination Thinking: Selecting and applying skills / Creating sequences	Physical: Running / Balancing / Changing direction / Striking a ball / Throwing Social: Communication / Cooperation / Taking turns / Supporting and encouraging others Emotional: Honesty and fair play / Managing emotions Thinking: Using tactics / Decision making	Physical: Rolling a ball / Tracking a ball/ Throwing at a target / Bouncing a ball / Dribbling a ball with feet / Kicking a ball Social: Cooperation / Sharing and taking turns Emotional: Determination Thinking: Using tactics / Decision making	Physical: Balancing / Physical / Running / Jumping / Changing direction / Hopping / Travelling Social: Working safely / Social: Responsibility / Helping others Emotional: Honesty / Challenging myself / Determination Thinking: Decision making / Selecting and applying actions / Using tactics	Physical: Running / Changing direction / Striking a ball Social: Communication / Cooperation / Taking turns / Respect / Supporting and encouraging others Emotional: Honesty / Managing emotions / Perseverance Thinking: Using tactics
Precis	Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. They will play simple games & begin to understand & use rules.	Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	In this unit children will develop their ball skills through the topic of 'weather'. Children develop fundamental ball skills: throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner, to develop decision making & use simple tactics	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Early Learning Goals	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I can ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy & safe I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task. I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. / I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy & safe I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas & use them in response to a task I understand and follow rules.	<b>Emotional:</b> I am confident to try new activities. I ask for help if needed. <b>Physical:</b> I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. <b>Social:</b> I am sensitive to others' feelings. I play co-operatively, taking turns. <b>Thinking:</b> I can talk about my own ideas and use them in response to a task.
Health & Safety	Encourage children to always move around safely and with control. Promote a good awareness of others and items in the teaching space. Unused balls must be stored in a safe place e.g. in bags or on trolleys, use a bench turned on its side or cones to stop them rolling.	For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	- I can show good control and co-ordination in small and large movements. - I can handle equipment effectively. - I can safely negotiate space. - I can talk about ways to keep healthy and safe. - I play co-operatively, taking turns.					

Y1 P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Gymnastics Y1 Unit 1 - GS4P.E.	Dance Y1 - GS4P.E.	Swimming (See Swimming Plan)	Swimming (See swimming Plan)	Athletics Yr 1 - GS4P.E.	Fitness Y1/2 - GS4P.E.
Overarching question	Which jumps, rolls and balances can I perform safely?	How does counting help us when dancing?			How fast am I? How far can I throw? How far can I jump?	What is fitness? Can I improve it?
Key Concepts, Skills & vocab	<b>Physical:</b> Travelling actions / Shapes / Balances / Jumps / Barrel roll / Straight roll / Forward roll progressions <b>Social:</b> Sharing / Working safely <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback / Selecting and applying actions	<b>Physical:</b> Travel / Copying and performing actions / Using shape <b>Social:</b> Co-operation / Communication / Coming to decisions with a partner / Respect <b>Emotional:</b> Confidence / Acceptance <b>Thinking:</b> Counting / Observing and providing feedback / Selecting and applying actions			<b>Physical:</b> Running at varying speeds / Agility / Balance / Running over obstacles / Jumping, hopping and leaping in combination and for distance / Throwing for distance <b>Social:</b> Working safely / Collaborating with others <b>Emotional:</b> Working independently / Honesty and playing to the rules <b>Emotional:</b> Determination <b>Thinking:</b> Exploring ideas	<b>Physical:</b> Agility / Physical: Balance / Co-ordination / Speed / Physical: Stamina <b>Social:</b> Taking turns/ Encouraging and supporting others <b>Emotional:</b> Determination / Perseverance <b>Thinking:</b> Identifying strengths and areas for improvement / Observing and providing feedback
Precis	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.			In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.
Assessment statements	I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	I am beginning to use counts. I can copy, remember & repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.			I am able to throw towards a target. I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.	I can change direction when running. I can recognise changes in my body when I do exercise. I can run at different speeds. I can show hopping and jumping movements. I show coordination when trying hula hoop skills. I try my hardest to keep working over longer periods of time. I use co-ordination to turn a skipping rope. I work with others to turn a rope.
Health & Safety	For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'	For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space. Base stations can help to aid this.			Teach pupils how to behave & move in a safe way both with and without equipment. In throwing events ensure all pupils throw in the same direction. Ensure that all equipment is stored safely when not in use.	Ensure pupils are fully warmed up and prepared for the lesson. Teach pupils how to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use

Y1	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		Invasion Games Football - <b>AFCE</b> – p.m.	Sending and receiving GS4PE Y1/2	Team Building GS4PE Yr 1	Yoga Yr/1 GS4PE	Net/Wall GS4PE – Yr 1/2	Striking & Fielding GS4PE Yr 1/2
Overarching question		What does it mean to be in possession of the ball?	How many ways can I send and receive a ball?	What is more important, talking or listening?	When I am calm and in control how does it make me feel?	What skills are needed when playing net/wall games?	Why do I sometimes need to use different ways to throw a ball?
Key Concepts, Skills & Vocab		<b>Physical:</b> Throwing and catching / Kicking / Dribbling with hands and feet / Dodging <b>Social:</b> Co-operation / Communication / Supporting and encouraging others / Respect and kindness towards others / <b>Emotional:</b> Honesty and fair play / Managing emotions <b>Thinking:</b> Connecting information / Decision making Recalling information	<b>Physical:</b> Rolling / Kicking / Throwing / Catching Tracking <b>Social:</b> Cooperation / Communication / Keeping others safe <b>Emotional:</b> Perseverance / Challenging myself <b>Thinking:</b> Identifying how to improve / Transferring skills	<b>Physical:</b> Balancing / Travelling actions <b>Social:</b> Communication / Sharing ideas / Encouraging & supporting <b>Emotional:</b> Confidence / Trust / Honesty <b>Thinking:</b> Decision making / Using tactics // Planning / Problem solving	<b>Physical:</b> Breathing / Balance / Flexibility / Strength <b>Social:</b> Working safely / Sharing ideas / Leadership <b>Emotional:</b> Calmness / Patience Understanding <b>Thinking:</b> Selecting actions / Creating poses / Focus / Providing feedback	<b>Physical:</b> Throwing / Catching / Hitting a ball Tracking a ball / <b>Social:</b> Respect / Communication <b>Emotional:</b> Honesty and fair play / Determination <b>Thinking:</b> Decision making / Using simple tactics / Recalling information / Comprehension	<b>Physical:</b> Throwing / Catching / Retrieving a ball Tracking a ball / Striking a ball <b>Social:</b> Communication / Supporting and encouraging others / Consideration of others <b>Emotional:</b> Perseverance/ Honesty and fair play <b>Thinking:</b> Using tactics / Selecting and applying skills / Decision making
Precis		Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses/techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. They will create their own poses in response to a theme.	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
Assessment Statements		I am beginning to dribble a ball with hands & feet I can change direction to move away from a defender I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I know when I am successful. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.	I am beginning to send and receive a ball using a piece of equipment. I am beginning to send and receive a ball with my feet. I can catch a ball after one bounce. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me.	I can communicate simple instructions. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I show honesty and play fairly.	I can provide feedback to others. I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I can show an awareness of space when travelling. I can work with others to create poses.	I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly. I understand when I am successful.
Health & Safety		Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. In particular, unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on the side or cones to stop them rolling.	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. In particular, unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on the side or cones to stop them rolling.	Teach the pupils how to behave and move in a safe way both with and without equipment. When using blindfolds, ensure the area is safe and free from obstructions.	Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.	Teach pupils how to behave & move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. Use a bench turned on the side or cones to stop balls rolling. When using rackets, ensure that pupils are working in a safe space and hitting the way	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. Ensure there is enough space between games and that batters hit away from other children.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE		- I can make my body tense, relaxed, stretched and curled. - I can copy, remember & repeat actions. - I can send and receive a ball with hands and feet. - I can work with a partner and a small group. - I am beginning to link running and jumping movements.					



Y2	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		Ball Skills – GS4PE Yr 1/2 <b>Football - AFCB – a.m.</b>	Gymnastics GS4PE – Yr2	Invasion Games GS4PE – Yr1/2	Fundamentals GS4PE – Yr1/2	SF: Striking & fielding GS4P.E. – Yr 1/2	Swimming (See Swimming Plan)
Overarching question		What are the skills needed to play football?	How many ways are there to travel safely using our bodies in different ways?	What is attacking and defending?	Which equipment can I use safely when playing?	Which skills do we need to play rounders or cricket?	
Key Concepts, Skills & Vocab		Physical: Rolling / Kicking / Throwing / Catching Bouncing / Dribbling / Social: Co-operation / Communication / Leadership / Supporting others Emotional: Honesty / Perseverance / Challenging myself Thinking: Using tactics / Exploring actions	<b>Physical:</b> Shapes / Balances / Shape jumps / Travelling movements / Take-off and landing/ Barrel roll / Straight roll / Forwards roll <b>Social:</b> Sharing / Working safely / <b>Emotional:</b> Confidence / Independence <b>Thinking:</b> Observing and providing feedback / Selecting and applying actions	Physical: Throwing & catching Kicking / Dribbling with hands and feet / Dodging Social: Co-operation / Communication / Supporting & encouraging others / Respect Emotional: Honesty & fair play Managing emotions Thinking: Connecting information / Decision making	<b>Physical:</b> Balancing / Sprinting Jogging / Dodging / Jumping / Hopping / Skipping <b>Social:</b> Taking turns / Respect / Supporting and encouraging others / Communication <b>Emotional:</b> Challenging myself / Perseverance / Honesty <b>Thinking:</b> Selecting and applying / Identifying strengths	Physical: Throwing / Catching / Retrieving a ball / Tracking a ball / Striking a ball / Social: Communication / Supporting and encouraging others / Consideration of others Emotional: Perseverance / Honesty and fair play Thinking: Using tactics / Selecting and applying skills / Decision making	
Precis		In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.  Pupils will have the opportunity to work independently, in pairs and small groups.  Pupils will be able to explore their own ideas in response to tasks.	In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Pupils develop the basic skills of sending, receiving, dribbling a ball. They develop understanding of attacking & defending and what being 'in possession' means. They play uneven & even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will work collaboratively with others, taking turns and sharing ideas.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	
Assessment Statements		I am beginning to understand and use simple tactics. I can describe how my body feels during exercise. I can dribble a ball with my hands and feet with some control. I can roll a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I communicate with others to complete tasks and ensure that everyone in my group is included. I use the rules of games and show fair play.	I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	I can dribble a ball with my hands with some control. I can find space away from others when playing games. I can move with a ball towards my goal. I can send and receive a ball with increasing consistency with hands and feet. I can stay close to another player to try to stop them from getting the ball. I understand what to do when I am an attacker and a defender.	I can describe how my body feels during exercise.  I can show balance when changing direction.  I can show hopping, skipping and jumping movements with some balance and control.  I show balance and co-ordination when running at different speeds.	I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can describe how my body feels during exercise. I can roll a ball to hit a target. I can sometimes hit a ball using a racket. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	
Health & Safety		Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. Use a bench turned on the side or cones to stop them rolling.	For gymnastic activities, pupils should remove shoes and socks. Refer to the gymnastic guidelines in the resource bank for further info on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'	Teach the pupils how to behave and move in a safe way both with and without equipment.	Teach pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely	Teach the pupils how to behave and move in a safe way both with and without equipment.	

Y2	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		Dance	ORIENTEERING (The Power of P.E.)	Yoga Yr1/2 GS4PE	Athletics	Team Building – GS4PE – Yr 2 Forest School	NW: Tennis GS4PE - Yr 3
Overarching question		How can I make basic movements more interesting when linking them together?	What are the features of a map and how can I use them to find my way?	What effect does it have on me if I can control my breathing?	What are the different skills needed in athletics?	What is the most important skill to be successful as a team?	How many different way can I use a tennis racket to control a ball?
Key Concepts, Skills & Vocab		<b>Physical:</b> Copying and performing actions / Using dynamics, pathway, expression and speed <b>Social:</b> Respect / Consideration / Sharing ideas/ Decision making with others <b>Emotional:</b> Acceptance / Confidence <b>Thinking:</b> Selecting and applying actions / Counting / Observing and providing feedback / Creating	<b>Physical:</b> Travelling / Running / Walking Balancing <b>Social:</b> Communication / Listening / Leading Inclusion <b>Emotional:</b> Trust / Honesty and fair play / Respect / <b>Thinking:</b> Planning / Decision making / Problem solving / Observing / Communicating	<b>Physical:</b> Breathing / Balance / Flexibility / Strength <b>Social:</b> Working safely / Sharing ideas / Leadership <b>Emotional:</b> Calmness / Patience Understanding <b>Thinking:</b> Selecting actions / Creating poses / Focus / Providing feedback	<b>Physical:</b> Running at different speeds / Combining running and jumping / Throwing for distance / Agility and co-ordination / Jumping for distance and height <b>Social:</b> Working safely / Collaborating with others <b>Emotional:</b> independence / Determination <b>Thinking:</b> Observing	<b>Physical:</b> Travelling / Jumping / Balancing <b>Social:</b> Communication / Listening / Leading Inclusion <b>Emotional:</b> Trust / Honesty and fair play / Acceptance / <b>Thinking:</b> Planning / Decision making / Problem solving	<b>Physical:</b> Forehand / Backhand / Throwing / Catching / Ready position <b>Social:</b> Collaboration / Respect / Supporting others <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Decision making / Understanding rules / Using tactics
Precis		Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Pupils will learn the basic skills required in orienteering, including responding to simple instructions with guidance, listing the different points on a compass and showing knowledge of what a 'key' is on a map. They will be taught how to use the key to help them find where they are on a map. Pupils will learn to move their thumb & map to display where they are, and which way they are facing. They will work independently and in small groups to work through a series of orienteering challenges listening to feedback from their peers and supporting adults.	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses/techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. They will create their own poses in response to a theme.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They learn how to improve, identifying areas of strength and areas to develop.	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups.  Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety.  Pupils have the opportunity to show honesty and fair play.	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball.  They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.  Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
Assessment Statements		I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.	I can move within a space in a variety of ways I can respond to simple instructions with guidance (I.e – Stand at 'North') I can list the four directions of the compass. I can describe what a 'key' is on a map I can read a map and place my thumb in the correct place with guidance. I can move my thumb as I move, turning the map to show which way I am facing consistently I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly.	I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control.	I can describe how my body feels during exercise. I can identify good technique. I can jump & land with control I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and coordination when running at different speeds and in different directions.	I can follow instructions carefully. I can listen to and am accepting of others' ideas. I can reflect on when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
Health & Safety		For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space. Base stations can help to aid this.	Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure the area is safe and the children are aware of how to negotiate the obstacles safely.	Pupils remove shoes and socks. Remind pupils that they can stop and rest at any time and not do anything that isn't comfortable.		Teach the pupils how to behave and move in a safe way both with and without equipment. When using blindfolds, ensure the area is safe and free from obstructions.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.
P.E. Assessment Fundamentals SKILLS & KNOWLEDGE		<ul style="list-style-type: none"> <li>- I can perform the basic gymnastic actions with some control and balance.</li> <li>- I show balance and coordination when running at different speeds and in different directions.</li> <li>- I can copy, remember, repeat and create dance phrases.</li> <li>- I can send and receive a ball using both kicking and throwing and catching skills.</li> <li>- I understand the benefits of exercise.</li> </ul>					

Y3 P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Gymnastics GS4PE – Yr 3	Dance GS4PE – Yr 3	Fitness GS4PE – Yr 3/4	Swimming (See swimming Plan)	SF: Cricket GS4PE – Yr 3/4	Swimming (See Swimming Plan)
Overarching question	How can I improve the quality and 'look' of my gymnastic performance?	What are some of the different ways that a dance can be performed in a group?	How fit am I? How do I improve?		How can we use our fielding skills to stop batters from scoring against us?	
Key Concepts, Skills & Vocab	<b>Physical:</b> Individual point and patch balances / Straight roll / Barrel roll / Forward roll / Straight jump / Tuck jump / Star jump / Rhythmic gymnastics <b>Social:</b> Collaboration / Communication / Respect <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback / Selecting and applying actions / Evaluating and improving	<b>Physical:</b> Using canon, unison, formation, dynamics, pathways, direction / Copying and performing actions <b>Social:</b> Sharing ideas / Respect / Inclusion of others / Leadership / Working safely <b>Emotional:</b> Confidence / Acceptance <b>Thinking:</b> Selecting and applying actions / Creating / Observing and providing feedback	<b>Physical:</b> Strength / Speed / Power / Agility / Coordination / Balance / Stamina <b>Social:</b> Supporting others / Working safely / <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Identifying areas of strength and areas for development		<b>Physical:</b> Underarm and overarm throwing / Catching / Over and underarm bowling / Fielding and tracking a ball / Batting <b>Social:</b> Collaboration and communication / Respect <b>Emotional:</b> Perseverance / Honesty <b>Thinking:</b> Observing and providing feedback / Applying strategies	
Precis	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Pupils create dances in relation to an idea including historical and scientific stimuli.  Pupils work individually, with a partner and in small groups, sharing their ideas.  Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness, speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.		Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils must demonstrate an understanding of the rules, being respectful of opponents.	
Assessment Statements	I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I understand the benefits of exercise. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.	I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. I understand the benefits of exercise.	I can collect and record personal fitness data. I can complete exercises with control. I can persevere when I find a challenge is hard. I can provide feedback. I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I understand the benefits of exercise.		I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I understand the aim of the game and this shows in my performance. I understand the benefits of exercise.	
Health & Safety	For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' and 'Rolls'.	For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space. Base stations can help to aid this.	Encourage pupils to focus on own results. All actions need to be performed with control.		Ensure pupils always have a safe distance between themselves and a batter.  Ensure safe use and handling of the bat at all times.	



Y3 P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	IG: - Netball	IG: Football - <b>AFCB</b> – a.m.	IG: Tag-Rugby GS4PE – Yr 3	<b>Athletics</b> – GS4PE – Yr 3 <b>Forest School</b>	Yoga GS4P.E. – Yr 3/4	Dodgeball GS4P.E. – Yr 3/4
Overarching question	How do I know which type of pass to make in a game?	Why does practising skills make me a better player?	How can I evade defenders?	How do I improve my strengths and weaknesses?	How can Yoga help me?	What are the 4 D's? (Dodge, duck, dip, dive)
Key Concepts, Skills & Vocab	<b>Physical:</b> Passing / Catching / Footwork / Intercepting / Shooting <b>Social:</b> Working safely / Communication / Collaboration <b>Emotional:</b> Honesty and fair play / Perseverance <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback	<b>Physical:</b> Dribbling / Passing / Ball control / Tracking/ jockeying / Turning <b>Social:</b> Communication / Collaboration / Cooperation <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Selecting and applying tactics / Decision making	<b>Physical:</b> Passing / Catching / Dodging / Tagging / Scoring <b>Social:</b> Communication / Collaboration / Inclusion <b>Emotional:</b> Honesty and fair play / Perseverance / Confidence <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback	<b>Physical:</b> Sprinting / Running over obstacles / Jumping for distance and height / Push and pull / throwing for distance <b>Social:</b> Working collaboratively / <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Observing and providing feedback	<b>Physical:</b> Breathing / Balance / Flexibility / Strength / Coordination / <b>Social:</b> Working safely / Sharing ideas / Leadership <b>Emotional:</b> Calmness / Focus / Confidence <b>Thinking:</b> Selecting actions / Creating poses and flows / Providing feedback	<b>Physical:</b> Throwing / Catching / Dodging / Blocking <b>Social:</b> Collaboration / Respect <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Decision making
Precis	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition.	Pupils will develop basic running, jumping & throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve a personal best.	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.
Assessment Statements	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can move with a ball towards goal with increasing control. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker / defender. I work cooperatively with my group to self-manage games.	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback I understand my role as an attacker and as a defender.	I am developing jumping for distance and height. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help to improve my sprinting technique. I understand benefits of exercise.	I can copy and link yoga poses together to create a short flow  I can describe how yoga makes me feel.  I can move from one pose to another thinking about my breath.  I show some stability when holding my yoga poses.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
Health & Safety	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	Unused balls must be stored in a safe place. Tag rugby is non-contact.	Check area is clear before throwing & there is adequate space between throwers Runners only hurdle the obstacles in one direction	Pupils remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn't feel comfortable.	Unused balls must be stored in a safe place. Use softballs to play dodgeball. Head shots do not count in dodgeball.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	- With help, I can recognise how performances could be improved. - I can pass, receive and shoot the ball with some control. - I am learning the rules of the game and I am beginning to use them to play fairly. - I can choose and plan sequences of contrasting actions. - I can throw a variety of objects, changing my action for accuracy and distance.					

Y4 P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	Rounders GS4PE – Yr 3/4	Dance (Tudor Dance) * (Plan below if required)	NW: Tennis GS4PE Yr 4	Athletics GS4PE Yr 4
Overarching question			Where is the best place to hit the ball and how do I do it?	How can I tell a story through dance?	What are the range of strokes that can be played in tennis? Can I play them all?	How effective are my athletic techniques? How can I improve?
Key Concepts, Skills & vocab			<b>Physical:</b> Underarm and overarm throwing / Catching / Tracking a ball / Fielding and retrieving a ball / Batting <b>Social:</b> Collaboration and communication / Respect / Supporting/encouraging others <b>Emotional:</b> Honesty and fair play / Confident to take risks / Managing emotions <b>Thinking:</b> Observing and providing feedback / Using tactics / Decision making	<b>Physical:</b> Performing a variety of dance actions / Using canon, unison, formation, dynamics, character, structure, space <b>Social:</b> Collaboration / Respect Inclusion: Consideration <b>Emotional:</b> Confidence <b>Thinking:</b> Observing and providing feedback / Selecting and applying skills	<b>Physical:</b> Underarm throwing / Catching / Forehand / Backhand / Ready position <b>Social:</b> Collaboration / Respect / Supporting others <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Decision making / Understanding rules / Selecting and applying skills and tactics	<b>Physical:</b> Pacing / Sprinting technique Jumping for distance and height / Throw, heave, launch for distance <b>Social:</b> Working collaboratively / Working safely / <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Observing and providing feedback / Exploring ideas
Precis			Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with.	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.  Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition.  Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Pupils will develop basic running, jumping & throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.
Assessment statements			I am able to bowl a ball with some accuracy & consistency. I am learning rules of games I can communicate with my teammates to apply simple tactics. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy.	I can choose actions & dynamics to convey a character or idea. I can copy and remember set choreography. I can explain what happens to my body when I exercise & how this helps to make me healthy I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music.	I am learning the rules of the game and I am beginning to use them to play fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills.	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance and height with balance and control. I can throw with some accuracy and power to a target area.
Health & Safety			Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure a safe distance between fielders and a batter.	For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. Ensure pupils work in their own safe space.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.	<ul style="list-style-type: none"> <li>pupils wait for instruction and check the area is clear before throwing and there is adequate space between throwers</li> <li>the obstacles can fall easily when hit</li> <li>adequate space for returning runners</li> </ul>

Y4 P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	IG: Basketball GS4PE – Yr 3/4	IG: Hockey GS4PE Yr 3/4	OAA GS4PE Yr 3/4 <b>Forest School</b>	IG: Football - <b>AFCB</b> Football - GS4PE Yr3/4	FITNESS GS4PE – Yr3/4	Gymnastics Gs4PE Yr 4
Overarching question	How can I quickly change direction with or without the ball?	How can I keep possession of the ball when opponents are trying to take it?	Which skills are needed to use a map accurately?	When playing football, how can I outwit opponents?	Which physical qualities are strong and which do I need to develop further?	How can I use movements to create more complex sequences?
Key Concepts, Skills & vocab	<b>Physical:</b> Throwing and catching / Dribbling / Intercepting / Changing direction and speed / Shooting <b>Social:</b> Working safely / Communication / Collaboration <b>Emotional:</b> Honesty and fair play / Perseverance <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback	<b>Physical:</b> Passing / Dribbling / Receiving / Intercepting / Tackling <b>Social:</b> Communication / Collaboration / Inclusive <b>Emotional:</b> Honesty and fair play / Perseverance / Empathy <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback / Decision making.	<b>Physical:</b> Balance / Running <b>Social:</b> Communication / Teamwork / Trust / Inclusion / Listening <b>Emotional:</b> Confidence / <b>Thinking:</b> Planning / Map reading / Decision making / Problem solving	<b>Physical:</b> Dribbling / Passing / Ball control / Tracking/ jockeying / Turning <b>Social:</b> Communication / Collaboration / Cooperation <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Selecting & applying tactics / Decision making	<b>Physical:</b> Strength / Speed / Power / Agility / Coordination / Balance / Stamina <b>Social:</b> Supporting others/ Working safely <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Identifying areas of strength and areas for development	<b>Physical:</b> Individual and partner balances / Jumps using rotation / Straight roll / Barrel roll / Forward roll / Straddle roll / Bridge / Shoulder stand <b>Social:</b> Responsibility / Collaboration / Communication / Respect <b>Emotional:</b> Confidence <b>Thinking:</b> Observing & providing feedback / Selecting & applying actions
Precis	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils will persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils can select & apply tactics to outwit opposition.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will work at their maximum and improve fitness levels. They must persevere when tired or when a challenge is hard and encourage others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils encouraged to work safely and with control when performing new tasks	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and with a partner to create and develop sequences. Pupils given opportunities to receive and provide feedback in order to make improvements on performances. Pupils develop their performance skills considering quality & control
Assessment statements	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	I am learning the rules and beginning to use them to play honestly & fairly I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how it helps make me healthy. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage the game.	I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group	I am learning the rules of the game beginning to play fairly. I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens to my body when I exercise and how it helps make me healthy. I can move to space to help my team to keep possession. I can use simple tactics to help my team score/gain possession.	I can collect and record personal fitness data and identify areas I need to improve. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working at over a period of time.	I can explain what happens to my body when I exercise & how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan & perform sequences with a partner that include a change of level & shape I can safely perform balances individually and with a partner. I can watch, describe & suggest possible improvements to others' performances I understand how body tension can improve the control and quality of my movements.
Health & Safety	Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.	As pupils will not be wearing mouth guards or shin pads, tennis, air flow or foam balls should be used. Sticks below waist height.	Discuss safety implications for each challenge set considering the space, equipment & pupils within it	Unused balls stored in a safe place. Use a bench on its side or cones to stop them rolling.	All actions need to be performed with control.	For gymnastic activities, pupils should remove shoes and socks. Refer to gym guidance for specifics on H & S.
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	- I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can dribble, pass, receive and shoot the ball with increasing control. - I can delay an opponent and help to prevent the other team from scoring. - I can plan & perform sequences with a partner that include a change of level & shape - I can confidently communicate ideas and listen to others.					

Y5	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	Dance	Athletics	Football - AFCB – a.m. GS4PE Yr5/6
Overarching question				PL Reading Stars Yr 5/6 Active Numeracy Yr 5/6	How can I communicate ideas through dance?	Why is it important to set targets when taking part in physical activity?	How can be able to evaluate performance help us to improve in football?
Key Concepts, Skills & vocab					<b>Physical:</b> Perform a variety of dance actions / Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions <b>Social:</b> Collaboration/Respect / Inclusion / Leadership <b>Emotional:</b> Empathy / Confidence <b>Thinking:</b> Creating / Observing and providing feedback to improve / Select & apply skills	<b>Physical:</b> Pacing / Sprinting technique / Relay changeovers / Jumping for height and distance / Push and pull throwing for distance <b>Social:</b> Collaborating with others / Supporting others <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Observing and providing feedback	<b>Physical:</b> Dribbling / Passing / Ball control / Tracking / jockeying / Turning / Goalkeeping <b>Social:</b> Communication / Collaboration / Cooperation / Respect <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Selecting and applying tactics / Decision making
Precis					Pupils learn different styles of dance, working individually, as a pair and in small groups. Pupils think about how to use movement to explore and communicate ideas, issues & their own feelings & thoughts. They develop an awareness of the historical and cultural origins of different dances. Pupils will create and perform their work. They will provide feedback using the correct dance terminology and will be able to use this to improve their work.	Pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. Pupils are set challenges for distance and time. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils have chances to lead when officiating as well as observe and provide feedback to others.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
Assessment statements					I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions & dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.	I can choose the best pace for running. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I show accuracy and power when throwing for distance. I can understand how stamina and power help people to perform well in different athletic activities	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the rules of the game.
Health & Safety					Pupils should remove their shoes and socks. It is good practice for teachers also. Ensure pupils work in their own safe space.	• pupils wait for instruction - check area is clear before throwing and there is adequate space between throwers • the obstacles can fall easily when hit • adequate space for returning runners	Health and Safety - Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.

Y5	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		IG: - Tag rugby	NW: Volleyball – GS4PE Yr5/6 <b>Forest School</b>	Gymnastics	SF: Cricket	Tri-Golf	SF: Rounders
Overarching question		Can you explain a variety of ways to prevent opponents attacking successfully?	How can I keep a rally going?	Which movements and balances will link together?	How do the skills in cricket differ depending on the role?	Why is control so important when striking a golf ball?	What are the skills needed to excel at striking and fielding games?
Key Concepts, Skills & vocab		<b>Physical:</b> Throwing / Catching / Running / Dodging <b>Social:</b> Communication / Collaboration <b>Emotional:</b> Perseverance / Confidence / Honesty and fair play <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback	<b>Physical:</b> Volley / Set / Dig / Serve <b>Social:</b> Communication / Respect / Supporting and encouraging others <b>Emotional:</b> Confidence / Perseverance / Honesty <b>Thinking:</b> Using tactics / Selecting and applying skills / Identifying strengths and areas for development	<b>Physical:</b> Symmetrical & asymmetrical balances / Rolls: Straight, Forward, Straddle, Backward / Cartwheel / Bridge / Shoulder stand / Handstand <b>Social:</b> Responsibility/ Respect Collaboration / Communication <b>Emotional:</b> Confidence <b>Thinking:</b> Select apply actions	<b>Physical:</b> Underarm and overarm throwing / Catching / Over and underarm bowling / Long and short barrier /Batting <b>Social:</b> Collaboration and communication / Respect <b>Emotional:</b> Honesty <b>Thinking:</b> Observing and providing feedback	<b>Physical:</b> Striking a stationary ball / chipping / driving / putting <b>Social:</b> Cooperation / Supporting & encouraging others <b>Emotional:</b> Honesty & fair play / Respect <b>Thinking:</b> Concentration / Perseverance Identifying how to improve / act on feedback	<b>Physical:</b> Throwing & catching / Bowling / Tracking, fielding & retrieving a ball / Batting <b>Social:</b> Organising & self-managing a game / Respect / Supporting & encouraging others / Communicating ideas & reflecting with others <b>Emotional:</b> Honesty & fair play / Confident to take risks / Managing emotion <b>Thinking:</b> Decision making / Using tactics / Identifying how to improve / Selecting skills
Precis		Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play in both uneven and even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop understanding of the importance of fair play & honesty while self-managing games	Pupils develop the skills they need to play continuous rallies in volleyball. They learn about the ready position, ball control, sending a ball over a net and how to use the skills to make the game difficult for opponents. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with others & develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils develop character & control by engaging with coping strategies when exposed to competition	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback	Pupils develop the range and quality of striking & fielding skills & their understanding of cricket. They learn how to play different roles of bowler, wicket keeper, fielder, batter. Pupils think how to use skills, strategies & tactics to outwit the opposition. Pupils achieve this by striking a ball & trying to deceive or avoid fielders, so they can run between wickets to score runs.	Pupils develop their ability to strike a ball using a putter and lofted golf club. They will learn how to putt, drive and chip for accuracy and distance. Pupils willingly take part in a range of competitive, creative and challenge-type activities both as individuals and in teams or groups. They will learn how to control the distance of the ball in the air using a chipper. They will practice controlling shots to strike their ball as close as possible to a target. They will listen to feedback and act on it to improve.	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Assessment statements		I can communicate with my team and move into space to keep possession and score. I can often make the correct decision of who to pass to and when. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space.	I am developing a wider range of skills & am beginning to use these under some pressure. I can use the rules to referee a game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time.	I can create and perform sequences using apparatus, individually and with a partner. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group. I can use strength & flexibility to improve quality of performance	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can strike a bowled ball with increasing consistency. I understand the rules of the game and can follow them.	I can strike a stationary ball with increasing accuracy. I can chip a ball into the air. I can putt a ball towards a target with increasing accuracy. I am beginning to be able play shots where I control the distance that the ball travels.	I am beginning to strike a ball with a round bat I am developing a wider range of fielding skills and using them in game situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.
Health & Safety		Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.	Playing the ball with any part of the body, including the feet, is allowed but kicking the ball is discouraged for safety reasons.	Remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further info.	Ensure safe distance between fielders and a batter. Ensure safe handling of the bat at all times.	Pupils are taught where to stand safely and to check behind them before they swing a club	Backstops stand 2m behind the batter. Batters take their bat with them when they run. Ensure safe distance between themselves and a batter
P.E. Assessment Fundamentals SKILLS KNOWLEDGE		I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can perform a range of jumps showing some technique and can show control at take-off and landing. I can create and perform sequences using apparatus, individually and with a partner. I can strike a bowled ball with increasing consistency.					



Y6	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	IG: Football- AFCB p.m.	Gymnastics	FITNESS GS4PE – Yr5/6	NW: Tennis – GS4PE Yr 6 Swimming (boosters)
Overarching question		Can I swim 50m safely?	Can I use a range of strokes efficiently when swimming?	Which different positions can I play with skill and control?	How can I create a collaborative sequence?	What are my physical limits and can I push myself to surpass them?	When playing competitively, can I choose the most effective shots to beat the opponent?
Key Concepts, Skills & vocab				<b>Physical:</b> Dribbling / Passing / Ball control / Tracking / Jockeying / Turning / Goalkeeping <b>Social:</b> Communication Collaboration / Cooperation/ Respect <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Select and apply tactics / Decision making	<b>Physical:</b> Rolls: Straddle, Forward, Backward / Counter balance / Counter tension / Bridge / Shoulder stand / Handstand / Cartwheel / Headstand / Vault <b>Social:</b> Responsibility / Collaboration / Respect <b>Emotional:</b> Confidence <b>Thinking:</b> Evaluating & improving sequences	<b>Physical:</b> Strength / Speed / Power / Agility / Coordination / Balance / Stamina <b>Social:</b> Supporting and encouraging others / Working collaboratively <b>Emotional:</b> Perseverance / Emotional: Determination <b>Thinking:</b> Analysing data	<b>Physical:</b> Forehand groundstroke / Backhand groundstroke / Forehand volley / Backhand volley / Underarm serve / Split step <b>Social:</b> Collaboration / Communication / Respect <b>Emotional:</b> Honesty / Perseverance <b>Thinking:</b> Decision making / Selecting and applying tactics / Evaluating and improving.
Precis				Pupils improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will learn the basics of goalkeeping. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful.	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.	Pupils take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils have opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.
Assessment statements				I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly.	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can work collaboratively with others to create a sequence. I understand what counter balance and counter tension is and can show examples with a partner.	I can change my running technique to adapt to different distances. I can collect, record and analyse data to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them.	I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I understand that there are different areas of fitness.
Health & Safety				Unused balls must be stored in a safe place - use a bench turned on its side or cones to stop them rolling.	Pupils should remove shoes and socks. Refer to the gymnastic guidelines in the resource bank for further info on specific gym H & S.	Pupils must work within their own capabilities. All actions need to be performed with control.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.

Y6	P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus		IG: Dodgeball Forest School	IG: - Basketball PL Reading Stars YR 5/6	Dance Active Numeracy Yr5/6	IG: Hockey	OAA – GS4PE Yr5/6	Athletics
Overarching question		How can I help a competitive game to run smoothly?	How can I work with my teammates to outwit the opponents?	What is choreography?	How is the quality of my skills affected when I play games?	How can you use the ideas of others to find the best solution to a problem?	What is your personal best? How can you improve it and push your limits?
Key Concepts & vocab		<b>Physical:</b> Throwing / Catching / Dodging / Blocking / <b>Social:</b> Collaboration / Respect <b>Emotional:</b> Honesty <b>Thinking:</b> Decision making / Selecting and applying tactics	<b>Physical:</b> Throwing and catching / Dribbling / Intercepting / Shooting <b>Social:</b> Communication / Collaboration <b>Emotional:</b> Perseverance / Honesty and fair play <b>Thinking:</b> Planning strategies and using tactics / Observing and providing feedback	<b>Physical:</b> Perform variety of dance actions / Use canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring <b>Social:</b> Share ideas/ Inclusion <b>Emotional:</b> Confidence <b>Thinking:</b> Providing feedback	<b>Physical:</b> Dribbling / Passing Receiving/ Tackling / Creating and using space / Shooting <b>Social:</b> Collaboration <b>Emotional:</b> Perseverance <b>Thinking:</b> Planning strategies and using tactics	<b>Physical:</b> Stamina / Running <b>Social:</b> Communication / Teamwork / Trust / Inclusion / Listening <b>Emotional:</b> Confidence <b>Thinking:</b> Planning / Map reading / Decision making / Problem solving	<b>Physical:</b> Pacing / Sprinting / Jumping for distance / Jumping for height / Push throwing for distance / Fling throwing for distance <b>Social:</b> Negotiating /Collaborating with others <b>Emotional:</b> Perseverance / Determination <b>Thinking:</b> Observing and providing feedback
Precis		Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.	Pupils focus on developing an idea or theme into dance choreography. They work in pairs & groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils choreograph, perform and provide feedback on dance. They think about how to use movement to convey ideas, emotions, feelings and characters.	Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will think about how to use tactics and collaborate with others to outwit their opposition. They will also model the need for fair play	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and how to persevere to achieve a personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are able to lead when officiating as well as observe.
Assessment statements		I can officiate and help to manage a game I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I understand that there are different areas of fitness.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly I can work collaboratively to create tactics with my team. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.	I can choreograph a dance and work safely using a prop. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate my own and others' work.	I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence.	I am inclusive of others, can share job roles and lead when necessary. I can orientate and map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively to solve challenges.	I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development. I can perform jumps for height and distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance.
Health & Safety		Unused balls must be stored in a safe place. Use softballs to play dodgeball. Head shots do not count in dodgeball.	Unused balls must be stored in a safe place. Ensure pupils are always ready to receive a ball before throwing it.	Pupils should remove shoes & socks. However, in 'Stamp, Clap' dance pupils keep shoes on	Tennis, air flow or foam balls should be used. Sticks not to be lifted higher than waist height.	When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations.	check area is clear before throwing and there is adequate space between throwers • obstacles can fall easily when hit • adequate space for runners
P.E. Assessment Fundamentals SKILLS KNOWLEDGE		I can use a wider range of skills with increasing control under pressure. I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can perform dances confidently and fluently with accuracy and good timing. I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points.					