



Long Term Plan – Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	<ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. 	<ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. 	<ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination >multi-skills ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending >rounders ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] >gymnastics, yoga ♣ perform dances using a range of movement patterns >dance ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.



<p>NC Objectives: Swimming</p>	<p>Summer Term ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.</p>	<p>Autumn & Spring Term ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.</p>	<p>Autumn & Spring Term ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.</p>			
------------------------------------	---	--	--	--	--	--



Skills:	<p><u>Games and Athletics</u></p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p><u>Games and Athletics</u></p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to teammates at appropriate times. • Lead others and act as a respectful team member. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Swing and hang from equipment safely (using hands). <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.



<p>Multi-skills: Balance on lines with control and use equipment to balance on various parts of body. Changing direction quickly with some control (agility) Co-ordinating body whilst beginning to move with equipment.</p> <p>Gymnastics: Floor work: Can perform shapes with a strong body and control. Perform jumps with control and a strong body. Perform a moon/egg rock, moon/egg roll and forward roll. Perform a pencil roll and extend to a dish/saucer roll. Perform a bunny hop – hands flat with straight arms. Perform a sequence – (roll, jump and balance. Work towards a simple sequence of moves showing good control over body.</p> <p>Tennis: PST Year 1 Programme: Throwing and catching a small ball with control and bounce. Throw a catch to self and partner. Balance a ball on racket. Racket familiarisation-moving ball with racket in forehand position. Racket Familiarisation – moving a ball in backhand position. Tap up tennis to self-keeping control.</p> <p>Dance: Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence.</p>	<p>Multi-skills: Balance on low apparatus with good control. Changing direction quickly with good balance and control (agility). Co-ordinating body whilst beginning to move at different speeds with various equipment.</p> <p>Swimming: Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out. Swim confidently using various strokes on the surface and under the water. Use advance-breathing techniques in all strokes. Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly. Be able to swim over 25m. Confidently perform safe self-rescue skills in deep water.</p> <p>Dance: Christmas Play- Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence.</p>	<p>Gymnastics- (Coach) Can perform a variety of shapes with good control. Perform a pencil jump with a half turn and a Teddy bear roll. Perform matching and mirroring balances Perform a bunny hop across a mat. Run and hop onto/across low benches and apparatus. Perform a short sequence on mats.</p> <p>Swimming: Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out. Swim confidently using various strokes on the surface and under the water. Use advance-breathing techniques in all strokes. Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly. Be able to swim over 25m. Confidently perform safe self-rescue skills in deep water.</p> <p>Yoga Agility, balance and coordination. Plan, perform and repeat sequences. Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Gymnastics - Can perform a variety of shapes with good control when performing various skills Perform a rocket jump with a ¼ and full turn with pointed toes Teddy bear roll with a partner/group in sequence with pointed toes Perform matching and mirroring balance routines on apparatus Perform a bunny hop onto variety of apparatus with control Hopscotch across the floor to develop hurdle step Perform a short sequence on mats showing levels, control and pointed toes</p> <p>Invasion games: Rugby Coach Tag a player whilst moving using tag belts. Move with control in a variety of directions holding the ball in the correct position. Pass the ball backwards/ sideways with control whilst moving. Use speed and space to avoid a passive defender. Beat a defender at speed to score a try.</p> <p>Dance: (Coach) Topic link Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Invasion games: Netball. Pass and receive stepping into the pass (chest, bounce and shoulder pass). Perform a stride stop with a pivot. Perform a jump top with a pivot. Perform two different dodges (Drive and the dodge.) Marking a player standing side on sticking to player. Shooting- bend knees and place hand under the ball to shoot. Begin to understand the positions in a high five game.</p>	<p>Gymnastics: Balancing confidently using various equipment and body parts. Agility focus - changing direction at speed with good technique. Co-ordinate body efficiently to perform combination of movements or actions.</p> <p>Ball skills/Invasion games Football Coach Control the ball using either foot when moving. Pass the ball with inside, front or laces on the foot. Dribble the ball using various turns beginning to accelerate past an opponent. Show good body position to defend and press in a 2v2 game. Scoring using top of foot (laces)- aiming for corners of the goal. Begin to communicate with team to develop tactics for attacking and defending. (SSP Football League Competition Autumn 1- Spring 2))</p> <p>Circuits: In combination with different skills can balance equipment while moving and co-ordinating another body action. Agility focus – change direction quickly and efficiently with equipment Co-ordinate using both sides of the body. Test and measure balance agility and coordination confidently and accurately. Can compare their performances with previous ones.</p> <p>Invasion Games: Netball Pass and move (chest, shoulder and bounce). Receive the ball on the move and perform the correct footwork (stride stop). Receive the ball on the move and perform the correct footwork (jump stop.) Perform three different dodges (Drive dodge and double dodge) and receive a ball. To defend a player and attempt to intercept a pass. Flick my wrist to shoot into a goal. Know where the positions are on a netball court.</p>	<p>Dance (Mexican) Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Invasion Games: Basketball Perform a variety of passes within a game with precision and control. Perform correct footwork and ball handling in a game (dribble, stride and stop with a pivot). Perform correct footwork in a game. Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation. To defend a player during a game to intercept the ball. Shoot into a goal and attempt to get the rebound if missed. Rotate into different positions on the court. (SSP Basketball League Competition Autumn 2 – Spring 2)</p> <p>Gymnastics Can perform complex shapes when performing Sequences and skills with flexibility. Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap. Side star roll, T-roll (with pointed toes), backwards roll. Perform more complex point and patches balances in a sequence on apparatus. Perform a “squat on and squat off jump “ on apparatus (table/gym horse) with a run up (with or without a spring board). Perform a hurdle step on the floor/springboard and onto low apparatus Compete in teams to win points with sequences and vaults in competitions.</p> <p>Ball skill/ Invasion games Football Coach Move into space to receive the ball and control with either foot in a game. Select the correct pass for various distances in a game situation. Dribble the ball in a game situation around a defender. Communicate with team when defending in a game -making interceptions, cover space. To work as a team to score, shooting from various angles. Communicate with team evaluate and recognise success to help improve individual and team performance. (SSP Football League Competition Autumn 1-Spring 2)</p>
--	--	---	---	---	--



Spring Term

<p>Yoga – story based. Agility, balance and coordination Copy and remember moves and positions.</p> <ul style="list-style-type: none"> • Move with careful control and coordination. • Link two or more actions to perform a sequence. <p>Gymnastics- (Coach) Can perform shapes. Perform basic space jump. Perform rolls – egg, pencil, forward and backwards. Perform bunny hops, hands first, then feet. Perform a basic sequence (roll and a jump) with toes pointed and arms stretched to start and finish.</p> <p>Ball Skills: Catch a soft ball safely. Pass the soft ball from chest – ‘W’ shape when passing and receiving. Small-sided games (super hero ball) 3v3 introducing passing and receiving a ball. Play an adapted game and introduce rules. Scoring in a variety of ways. Stopping a ball with the inside of feet. Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!” Dribble the ball with the inside of feet. Follow my leader – trying to stay near their partner.</p> <p>Dance: Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence.</p>	<p>Balls Skill (tennis): – Throw and catch from one hand to the other and bounce catch into a target with a partner. Catch a ball in an adapted game. Bounce pass from a short distance to a partner. Small-sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game. Play an adapted netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring. Scoring in a variety of ways and begin to use in a game situation. Play a tag game whilst moving at speed. Move with the ball holding it with hands - in ‘W’ shape at chest height Pass the ball sideways. Dodge around a defender in small area Scoring a try/goal/net in a 2v2 game.</p> <p>Swimming: Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out. Swim confidently using various strokes on the surface and under the water. Use advance-breathing techniques in all strokes. Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly. Be able to swim over 25m. Confidently perform safe self-rescue skills in deep water.</p> <p>Invasion games/Team Games and fitness- Coach Team games, invasion tactics, shared rules, attacking and defending. Stopping a ball with the sole and inside of feet. Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy. Dribble the ball with the inside of feet keeping the ball close to their body. Tag game– trying to catch their partner Scoring in a variety of ways and begin to use scoring techniques game situations. Team challenge and personal best.</p> <p>(SSP Multi skills competition Spring 1)</p>	<p>Dance: Topic link Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Swimming: Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out. Swim confidently using various strokes on the surface and under the water. Use advance-breathing techniques in all strokes. Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly. Be able to swim over 25m. Confidently perform safe self-rescue skills in deep water.</p> <p>Indoor Athletics Begin to perform ‘FAST’ technique. Throw a javelin/vortex using correct stance rotating hips forward. Perform a hop, step and jump (standing triple jump) in isolation and in combination. In warm ups develop running for distance. Develop relay change over techniques Run and take off over obstacles at some speed. Complete a variety of fitness test successfully and get a personal best. (SSP Personal Best Festival)</p>	<p>Tennis PST Y4 programme: Move with balance and control to catch a ball. Hit/bounce ball on racket when moving. Hit ball in forehand position with drop feed. Hit a ball in backhand position with a drop feed. Hit a ball into a target from a variety of distances with no bounce. (SSP Mini tennis competition Summer 1)</p> <p>Ball Skills/ Invasion games: Football- Coach Move body to correct position to stop and control a ball. Pass the ball with inside of feet whilst on the move. Dribble the ball using inside, outside hook and drag back beginning to accelerate. Begin to defend making a standing tackle or intercept a pass. Kick a ball whilst moving past a goal keeper with some accuracy. Inspire others with fair play and being gracious in victory and defeat. (SSP Football Tournament Spring 2)</p> <p>Yoga Agility, balance and coordination. Copy moves and repeat sequences. Change from one position to the next with fluidity. Control movements. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Outdoor Adventurous Activity: Collaborate with peers to achieve a task. Communicate in different ways. Set up own orienteering course. Work as part of a team. Trust a partner when blindfolded. Understand how important it is to work together to solve a problem.</p>	<p>Indoor Athletics React quickly and accelerate over short distances. Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance. Perform a variety of jumps (Long jump and triple jump) and measure for distance. Develop pace when running longer distance. Pass a relay baton with control and timing in a pairs change over (SSP Sportshall Athletics Spring 1)</p> <p>Tennis PST Y5 programme Move to hit a ball with some control. Hit/ bounce a ball with control when moving. Moving into position to hit a ball with forehand in skills practice and game. Moving into position to hit a ball with backhand in skill practice and game. Serve diagonally with underarm/overarm throw, into target/game. Begin to use with racket to serve into a target. (SSP Mini Tennis competition Summer 2)</p> <p>Gymnastics- (Coach) Can perform complex shapes with control and some flexibility Perform more complex jumps, tuck, pike and begin leaps Side star roll and T-roll Perform point and patch balances Perform a ‘squat on and squat off’ on various apparatus To perform a hurdle step on the floor/springboard Link and sequence actions. Co-operate, communicate and collaborate with others.</p> <p>Invasion Games: Hockey Dribble the ball at various speeds- both in isolation and a game situation. Pass and move into a space with accuracy, control and speed (in isolation/game situation). I can start to pass the ball over a variety of distances in attacking or defensive situations. Begin to defend as an individual and communicate to defend as a team (marking and tackling). I can hit a moving ball into a goal from different angles and sometimes with different levels of power. Communicate with team evaluate and recognise success to help improve individual and team performance</p>	<p>Indoor athletics Accelerate quickly with speed and control in movement – timed/competitive races. Throw a javelin/vortex /shot put safely with accuracy and power. Perform a jump for distance varying techniques to improve performance In an competitive game and begin to hit/place a ball into a space. Develop long distance running- learning to pace and show good technique. Pass a relay baton in competitive situations (timed). (SSP Sports hall Athletics spring 1)</p> <p>Invasion Games: Netball perform a variety of passes within a game with precision and control Perform correct footwork in a game (stride stop with a pivot.) Perform correct footwork in a game (jump stop with a pivot). Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation. To defend a player during a game to intercept the ball. Shoot into a goal and attempt to get the rebound if missed. Rotate into different positions on the court.</p> <p>Tennis – PST Y6 Move in a variety of directions when hitting a ball. Hit/bounce ball to a partner with control. Move to hit a ball in game in forehand position. Move into position to hit a ball with backhand. Begin to choose which shot it best in a game. Serve diagonally under/overarm in a game of mini tennis. (SSP Mini Tennis competition Summer 2)</p> <p>Invasion Games: Hockey Dribble the ball at various speeds- both in isolation and a game situation. Pass and move into a space with accuracy, control and speed (in isolation/game situation.) I can start to pass the ball over a variety of distances in attacking or defensive situations. Begin to defend as an individual and communicate to defend as a team (marking and tackling.) I can hit a moving ball into a goal from different angles and sometimes with different levels of power. Communicate with team evaluate and recognise success to help improve individual and team performance.</p>
---	--	---	--	---	--



Summer (Indoor)	<p>KS1 Athletics: Running pumping arms at various speeds Throw a variety of objects with some accuracy Jumping bending knees and pushing off – being competitive to improve distance as a pair Co-operate and compete in a team in various running games</p> <p>Swimming: Enter and exit the pool in correct and safe manner by the poolside steps. Gain confidence in water walking unaided in pool Breathing technique – blowing bubbles, face in water and begin to develop technique with float. Developing whole strokes including “doggy paddle”. Swim on back through kicking and sculling. Be able to swim 5-10metres. Gain knowledge of water safety and attempt self rescue using skills e.g. pyjama rescue in shallow water.</p> <p>Ball Skills: Catch a soft ball safely. Pass the soft ball from chest – ‘W’ shape when passing and receiving. Small-sided games (super hero ball) 3v3 introducing passing and receiving a ball. Play an adapted game and introduce rules. Scoring in a variety of ways. Stopping a ball with the inside of feet. Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!” Dribble the ball with the inside of feet. Follow my leader – trying to stay near their partner. Scoring points in a variety of ways in adapted games. Play a simple game of tag. Move with control using the ball in their hands at chest height. Hand over the Rugby ball sideways. Attempt to get past a defender. Scoring a try in a modified drill using correct technique- stay on feet using 2 hands. Running pumping arms at various speeds. Throw a variety of objects with some accuracy .Jumping bending knees and pushing off – being competitive to improve distance as a pair. Co-operate, compete and challenge themselves as a team in various games.</p>	<p>Gym- Coach - Can perform shapes with a strong body and control. Perform jumps with control and a strong body. Perform a moon/egg rock, moon/egg roll and forward roll. Perform a pencil roll and extend to a dish/saucer roll. Perform a bunny hop – hands flat with straight arms. Perform a sequence – (roll, jump and balance.</p> <p>Work towards a simple sequence of moves showing good control over body. Extend balance to include working on apparatus.</p> <p>Multi-sports: Athletics Using arms and keeping head still when exploring running patterns. Throw in correct stance ‘Usain Bolt position’. Use arms to improve jumping technique – beating their own score. Compete in a team in various running/obstacle games and working together to improve team performance.</p> <p>Team Games (Multi skills/Athletics) Compete challenges in a team in various running/obstacle games and working together to improve team performance Using arms and keeping head still when exploring running patterns Throw in correct stance ‘Usain Bolt position’ Use arms to improve jumping technique – beating their own score Compete in a team in various running/obstacle games and working together to improve team performance</p> <p>Dance: End of year performance Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence.</p>	<p>Tri Golf- Coach Maintain correct body position. Hold golf club with correct grip. Apply varied pressure to drive ball towards target. Practise varying the pressure of the strike to aim for target sectors. Work to earn points as part of a team. (SSP Tri Golf Festival Summer 2)</p> <p>Ball Skills- Coach Control a ball using inside, outside and sole of feet. Pass the ball with inside of feet with accuracy. Dribble the ball beginning to turn with some control (inside and outside hook). Begin to defend making a standing tackle in a 1v1 Kick a ball stationary past a goal keeper. Embracing rules and playing fairly (SSP Football Tournament Spring 2)</p> <p>Multi sports: Balancing on various body parts while moving Agility focus -changing direction at speed Co-ordinate body to perform a combination of movements Complete a variety of fitness test successfully and get a personal best.</p> <p>Strike & Field (Rounders) Roll the ball with one hand and stop the ball attempting Long barrier method. Throw and catch underarm with both hands (in isolation). Bowl at a hitter underarm. Control with a bat (holding it correctly) hitting a thrown ball. Play a modified game using fielding and hitting skills.</p>	<p>Athletics – Quad Kids :Perform ‘FAST’ technique confidently when sprinting. Throw a javelin/vortex with height and distance. Perform a hop, step and jump (standing triple jump) In warm ups develop running for distance increasing each lesson. Pass a relay baton with control with a partner in adapted games. Run and jump over hurdles with some speed and control. (SSP Competition Summer 2)</p> <p>Dance: Topic link Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Strike and field: Cricket Coach Roll the ball with one hand and stop the ball from different directions using Long barrier method. Throw and catch under pressure in modified games. Bowl at a wicket underarm/overarm with accuracy and control. Hit a drop fed ball and/or moving ball with a bat. Play a game communicating as a team (Chance 2 Shine Festival Summer 2)</p> <p>Strike & Field (Rounders) Roll the ball with one hand and stop the ball from different directions using Long barrier method. Throw and catch under pressure in modified games. Bowl at a hitter underarm with accuracy and control. Hit a drop fed ball and/or moving ball with a rounders bat Play a game communicating as a team.</p>	<p>Dance: Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Athletics: React quickly and accelerate over short distances Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance Perform a variety of jumps (Long jump and triple jump) and measure for distance Develop pace when running longer distance Pass a relay baton with control and timing in a pairs change over (SSP Borough Athletics Summer 2)</p> <p>Strike & Field: Cricket – Coach Begin to use fielding techniques with throwing and stopping and scooping up the ball. Throwing over/underarm and catching over various distances. Bowl attempting to hit the wicket using under/overarm. Hit a moving ball with control and some distance. Communicate and collaborate as team to beat an opponent. (Chance 2 Shine Festival Summer 2)</p> <p>Strike & Field (Rounders) Begin to use fielding techniques with throwing and stopping and scooping up the ball. Throwing over/underarm and catching over various distances. Bowl .attempting to use underarm Hit a moving ball with control and some distance. Communicate and collaborate as team to beat an opponent.</p>	<p>Athletics Accelerate quickly with speed and control in movement – timed/competitive races. Throw a javelin/vortex /shot put safely with accuracy and power. Perform a jump for distance varying techniques to improve performance In an competitive game and begin to hit/place a ball into a space. Develop long distance running- learning to pace and show good technique. Pass a relay baton in competitive situations (timed). (SSP Borough Athletics Summer 2)</p> <p>Tag Rugby Coach Tag a player using either hand when moving at full speed in a game situation. Dodge around a defender at speed with a ball in hands avoiding being tagged. Pass and receive the ball when in a pressurised modified game situation. Play modified competitive games avoiding defenders. Work as a team in a game situation to score a try. (SSP Tag-Rugby Festival Summer 1)</p> <p>Dance - Coach Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching.</p> <p>Strike & Field (Rounders) Positioning in a modified game to field a ball (both throwing and stopping it). Making correct decisions with the type of throw to use in modified game. Move body into a position to catch the ball Bowl (underarm) at the hitter with some speed and control. In a competitive game begin to tactically hit/place a ball into a space. Use a variety of tactics to attack and defend in a game of rounders.</p> <p>(Solihull School Tournament Summer 2)</p> <p>Outdoor Adventurous: Activity residential @ Blackwell Activity Centre</p>

Schemes used: Primary PE Planning (PPP), Primary School Tennis

Are we fulfilling the NC Aims? – Outdoor Adventurous Activities: Blackwell provides these opportunities for some Y6. Y3/4 to use <https://primarypeplanning.com/>

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.