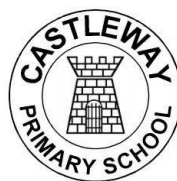




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR ONE	Physical Literacy	Target Games	Dance	Team Games	Attacking and Defending	Athletics	<u>Key Stage One General</u> Technique, Respect, Fitness, Flexibility, patterns, patterns, Confident, Challenge, Balance, Apply, agility and co-ordination <u>Dance Specific</u> words to describe travel and stillness, eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue words to describe direction, eg forwards, backwards, sideways words to describe space, eg near, far, in and out, on the spot, own beginning, middle, end words to describe moods and feelings (expressive qualities), eg jolly, stormy words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle <u>Attacking and defending Specific</u> Attack, catch, compete, defend, over-arm, play against, receive,
	<ul style="list-style-type: none"> - How to move competently and confidently - How to manipulate objects with control - To demonstrate balance and control - Explain how we can move in a variety of ways 	<ul style="list-style-type: none"> - Aim and reach a variety of targets; into, onto, at - Demonstrate underarm throwing when aiming at targets - Use positional and descriptive language to support success in target games - 	<ul style="list-style-type: none"> -How to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. - explore basic body actions; begin to make single movements and combine movements using different parts of the body 	<ul style="list-style-type: none"> -Show accuracy in throwing and aiming - To use skills in different ways to try to win points. -How to work collaboratively as a team. - To communicate in a variety of ways. 	<ul style="list-style-type: none"> -To practice basic movements including running, jumping, throwing and catching -To begin to engage in competitive activities -To experience opportunities to improve agility, balance and coordination 	<ul style="list-style-type: none"> -In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitions. -They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. 	<ul style="list-style-type: none"> Joy of movement Building Resilience Personal challenge
	Joy of movement	Joy of movement	Joy of movement	Joy of movement	Joy of movement	Joy of movement	
	Building Resilience	Building Resilience	Building Resilience	Building Resilience	Building Resilience	Building Resilience	
	Personal challenge	Personal challenge	Personal challenge	Personal challenge	Personal challenge	Personal challenge	

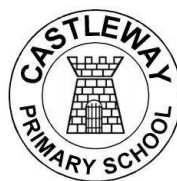
	<p>Through Year 1 Physical education learning units we will aim to</p> <ul style="list-style-type: none"> • inspire their curiosity • encourage and support them to begin to ask perspective questions • model how to think critically – asking open ended questions, helping them make sense of the world around them, helping them ask questions and make value judgements, and try to figure things out if they don't make sense- encourage and model to children to agreement and disagreement, Ask 'Why?', can you explain ..., Tell me more ... What would happen if ... • Begin to understand and recognise causes & consequences, similarity, difference & significance of these. • Begin to move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas. • Begin to Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy. • Can dress and undress for PE promptly with minimum help and will communicate appropriately, selecting, preparing and handling resources effectively. • Plays nicely with other children cooperating, taking turns and can work together in small teams • Describe what happens to the body during a warm-up activity 	<p>rolling, send, throw, under-arm.</p> <p><u>Significant individuals</u> Local athletes, National athletes, International athletes</p> <p><u>Fundamental skills</u> 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</p>
--	--	--



Castleway Primary School
Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR TWO	Physical Literacy <ul style="list-style-type: none"> - How to perform a range of movements competently and confidently - How to manipulate objects in a variety of ways. - To demonstrate varied range of balances using different body parts - Explain how we can move creatively. Joy of movement Building Resilience Personal challenge	Target Games <ul style="list-style-type: none"> - Aim and reach a variety of targets; into, onto, at - Demonstrate underarm throwing when aiming at targets - Use positional and descriptive language to support success in target games - Demonstrate consistency and accuracy in bouncing, kicking, throwing. Joy of movement Building Resilience Personal challenge	Dance <ul style="list-style-type: none"> -How to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. - explore basic body actions; begin to make single movements and combine movements using different parts of the body Joy of movement Building Resilience Personal challenge	Team Games <ul style="list-style-type: none"> -Show accuracy in throwing and receiving in a variety of ways - continue to use skills in different ways to try to win points. -How to work collaboratively as a team. - Continue to communicate in a variety of ways. - engage in competitive sports and activities Joy of movement Building Resilience Personal challenge	Attacking and Defending <ul style="list-style-type: none"> -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. 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. This scheme lends	Athletics <ul style="list-style-type: none"> -In this unit children explore running, jumping and throwing activities and take part in simple challenges and competitions. -They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. Joy of movement Building Resilience Personal challenge	Key Stage One General Technique, Respect, Fitness, Flexibility, patterns, patterns, Confident, Challenge, Balance, Apply, agility and co-ordination Dance Specific beginning, middle, end words to describe moods and feelings (expressive qualities), eg jolly, stormy words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform. Attacking and defending Specific Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. Score, Point, challenge, tackle, shoot, pass.

					itself to developing the following personal and social whole child objectives: Joy of movement Building Resilience Personal challenge	<u>Significant individuals</u> Local athletes, National athletes, International athletes <u>Fundamental skills</u> 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
	<p>Through Year 2 PE learning units we will aim to</p> <ul style="list-style-type: none"> o inspire pupils' curiosity o support and encourage them to ask perspective questions o model how to think critically – asking open ended questions, helping them make sense of the world around them, helping them ask questions and make value judgements, and try to figure things out if they don't make sense- encourage and model to children to agreement and disagreement, ask 'Why?', can you explain ..., Tell me more ... What would happen if ... <ul style="list-style-type: none"> • <i>Continue to move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas.</i> • <i>Continue to Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy.</i> • <i>Can dress and undress for PE promptly with no help and will communicate appropriately, selecting, preparing and handling resources effectively.</i> • <i>Plays nicely with other children cooperating, taking turns and can work together in small teams</i> • <i>Describe what happens to the body during a warm-up activity</i> • <i>Pupils will be given the opportunity to work collaboratively with others, develop confidence to achieve their best and competence when performing skills. They will understand the importance of abiding by rules to keep themselves and others safe.</i> • <i>Pupils will develop character when beginning to compete against others, learning how to play fairly and respect each other.</i> • <i>use appropriate vocabulary to describe what they and others are doing and recognise good quality in performances.</i> • <i>recognise and describe what their bodies feel like when doing different types of activity (e.g. changes in heart rate).</i> • <i>understand and play to the rules of the game and choose, use and vary simple tactics.</i> • <i>Perform dances using simple movement patterns</i> 					



Castleway Primary School
Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR THREE	<p>Fundamental Movement skills</p> <p>There are twelve basic fundamental movement skills considered to be building blocks for movement.</p> <p>The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and Action</p>	<p>OAA</p> <p>In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.</p> <p>In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and action</p>	<p>Dance</p> <p>The children will learn to use improvisation; design their own dance moves; link and combine movements; perform with expression; respond to different stimulus and create and perform a dance phrase applying their newly developed skills. They will develop their skills of co-operation, working both in pairs and small groups to create these movement phrases.</p>	<p>Net and Wall Games</p> <p>In this unit children focus on developing the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.</p> <p>-They learn to direct the ball towards the target area and away from their opponent.</p> <p>-In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>-In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is</p>	<p>Invasion Games</p> <p>know some of the basic principles of invasion games;</p> <ul style="list-style-type: none"> • recognise and begin to apply basic attacking skills such as dodging, with some success; • recognise and begin to apply basic defending skills such as marking and intercepting, with some success; • pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; • identify and use tactics to help themselves and their team keep possession of the ball; • use space well to pass and receive a 	<p>Athletics</p> <p>-In this unit children concentrate on developing good basic running, jumping & throwing techniques.</p> <p>-They are set challenges for distance and time that involve using different styles & combinations of running, jumping & throwing.</p> <p>-As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy</p> <p>Joy of movement Building</p>	<p>Lower Key Stage 2 General Target, Footwork, Attack, Defence, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cool-down, Fitness, Control, Acceleration, Decision making Speed, Coordination, Fielding, Striking,</p> <p>Dance Specific</p> <ul style="list-style-type: none"> • Words to describe actions, dynamics, space and relationships • Words to describe group formations, eg square, circle, line • Partner, copy, follow lead • Unison, canon, repeat • Structure • Motif • Dance phrase • Improvisation, explore • Character • Narrative, costume, props • Describe, analyse <p>Significant individuals Local athletes, National athletes, International athletes</p>

			<p>Joy of movement Building Resilience Personal challenge Critical thinking and action</p>	<p>defending.</p> <p>- The aim is to get the equipment to land in the target area and make it difficult for the opponent to return it.</p> <p>Joy of movement Building Resilience Personal challenge</p>	<p>ball.</p> <p>Joy of movement Building Resilience Personal challenge</p>	<p>Resilience</p> <p>Personal challenge</p> <p>Critical thinking and action</p>	<p><u>Outdoor adventurous activities skills</u></p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Basic movements including running, jumping • Developing balance, agility and co-ordination. • Throwing and catching. • Realise that activities need thinking through, and recognise that planning is useful • choose sensible skills and approaches for the challenges set • Meet the challenges effectively in teams
	<p>Through Year 3 PE learning units we will aim to</p> <ul style="list-style-type: none"> •inspire pupils' curiosity •begin to independently ask perspective questions •begin to independently think critically – asking open ended questions, helping them make sense of the world around them, helping them ask questions and make value judgements, and try to figure things out if they don't make sense- encourage and model to children to agreement and disagreement, Ask 'Why?', can you explain ..., Tell me more ... What would happen if ... •through discussion with peers develop perspective and judgement <p>develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics;</p> <ul style="list-style-type: none"> • take some responsibility for their own skill progression • identify how specific activity affects their body. • use movements to tell a narrative; • combine and link an increasing number of movement phrases and patterns; • create fluent movements, using precision and control; • show an awareness of other's movements, responding accordingly with their own movements; • know the difference between attack and defence; • pass, receive and travel with a ball with some control and accuracy; • with guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting; • follow rules in simple invasion games. 						



Castleway Primary School
Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR FOUR	<p>Fundamental Movement skills</p> <p>There are twelve basic fundamental movement skills considered to be building blocks for movement.</p> <p>The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and Action</p>	<p>OAA</p> <p>describe how the body reacts at different times within the exercise period and how this affects their performance;</p> <ul style="list-style-type: none"> • explain why exercise is good for their health; • follow a map to move around a less familiar space; • follow a map with increasing accuracy and confidence, within a set time limit; • be able to bring the correct equipment for the activity; • show leadership skills with growing confidence; • be aware of dangers presented by weather 	<p>Dance</p> <p>-Demonstrate a range of dance techniques, such as unison, canon, repetition</p> <p>Combine and link an increasing number of movement phrases and patterns.</p> <p>Respond and react accordingly to their partners/ group members dance movements</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and action</p>	<p>Net and Wall Games</p> <ul style="list-style-type: none"> • Understand the concept of open space, maintaining a rally, defending a space and setting up an attack for net/wall games • Demonstrate correct V-grip of a racket • Demonstrate proper ready position, proper execution and follow through of a forehand serve • Control how much power is required to send the equipment various distances <p>In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Joy of movement</p>	<p>Invasion Games</p> <p>. This unit lays the foundations for future invasion games units, in which children will play more challenging games involving a greater number of players.</p> <p>They will learn a wider range of techniques, how to plan tactics as a team, and how to apply them as a team member.</p> <p>They will learn that they can use invasion games skills in different ways in other types of game. They will also find out how playing games can</p>	<p>Athletics</p> <p>-In this unit pupils will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights.</p> <p>Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina.</p> <p>In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance.</p>	<p>Lower Key Stage Two General Target, Footwork, Attack, Defence, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cool-down, Fitness, Control, Acceleration, Decision making, Speed, Coordination, Fielding, Striking, Power, Performance Rule</p> <p>Dance Specific</p> <p>Words to describe actions, dynamics, space and relationships</p> <p>Words to describe group formations, eg square, circle, line</p> <p>Partner, copy, follow lead</p> <p>Unison, canon, repeat</p> <p>Structure</p> <p>Motif</p>

		<p>conditions and be able to explain what they would do in different situations.</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and action</p>		<p>Building Resilience Personal challenge Critical thinking and Action</p>	<p>contribute to good health.</p> <p>They will learn how to evaluate their own and others' performances, and how to identify a focus for improvement. Invasion games skills will be used in different ways in net games and in striking and fielding games, and some of the skills will also be Used in athletic activities.</p> <p>Joy of movement Building Resilience Personal challenge</p>	<p>To be able to follow safety procedures and handle specific equipment</p> <p>Joy of movement Building Resilience Personal challenge Critical thinking and action</p>	<p>Dance phrase</p> <p>Improvisation, explore</p> <p>Character</p> <p>Narrative, costume, props</p> <p>Describe, analyse, interpret, evaluate</p> <p>Communication</p> <p><u>Significant individuals</u> Local athletes, National athletes, International athletes</p> <p><u>Outdoor adventurous activities skills</u></p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Developing balance, agility and co-ordination. • Realise that activities need thinking through, and recognise that planning is useful • choose sensible skills and approaches for the challenges set • Meet the challenges effectively in teams Co-operation/ teamwork; problem solving; map reading using keys and symbols; planning and recording in different activities.
	<p>Through Year 4 PE learning units we will aim to</p> <ul style="list-style-type: none"> •inspire pupils' curiosity •begin to independently ask perspective questions •begin to independently think critically – asking open ended questions, helping them make sense of the world around them, helping them ask questions and make value judgements, and try to figure things out if they don't make sense- encourage and model to children to agreement and disagreement, Ask 'Why?', can you explain ..., Tell me more ... What would happen if ... •through discussion with peers develop perspective and judgement <p>develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics;</p> <ul style="list-style-type: none"> • take responsibility for their own skill progression by suggesting ways to make activities more challenging; • identify how specific activity affects their body. • use movements to tell a narrative; • combine and link an increasing number of movement phrases and patterns; • create fluent movements, using precision and control; • show an awareness of other's movements, responding accordingly with their own movements; • evaluate their own performance and suggest ways to improve it. 						

	<ul style="list-style-type: none"> • know the difference between attack and defence; • pass, receive and travel with a ball with some control and accuracy; • Continue to use basic attacking and defending skills such as marking, dodging and intercepting; • know what they and their team needs to do to keep possession and contribute to this occasionally; • follow rules in simple invasion games. 	<p>A range of OAA activities in familiar environments; working individually, in pairs and small groups.</p> <p>Responding to challenges and problem-solving tasks in different environments; correct use of appropriate equipment; understanding of safe practice.</p>
--	---	--

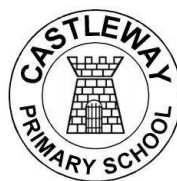


Castleway Primary School
Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR FIVE	<p>Fundamental Movement skills</p> <p>There are twelve basic fundamental movement skills considered to be building blocks for movement.</p> <p>The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.</p> <p>Joy of movement</p> <p>Building</p>	<p>OAA</p> <p>Gain knowledge of map colours and common basic symbols</p> <p>Use maps and diagrams to orientate themselves and successfully navigate around a simple course</p> <p>Undertake simple orienteering exercises both indoors and in the school grounds</p> <p>Apply the safety considerations required when participating in a particular activity</p> <p>Participate in a range of activities which involve working with and trusting others</p> <p>Joy of movement</p>	<p>Dance</p> <p>perform with expression and improvise freely using a range of continual movements and patterns.</p> <p>work collaboratively in pairs and small groups to communicate a dance idea.</p> <p>create their work in the context of a whole dance.</p> <p>demonstrate the ability to refine their movements in order to improve performance.</p> <p>remember and perform complete dances.</p>	<p>Striking and Fielding</p> <p>In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.</p> <p>In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p> <p>Joy of movement</p>	<p>Invasion Games</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>To have knowledge of the key principles of attack and defend.</p> <p>To compete fairly and respectfully with others</p> <p>Joy of movement</p> <p>Building Resilience</p>	<p>Athletics</p> <p>identify and show knowledge of some athletic events and techniques;</p> <p>practise existing basic running, throwing and jumping skills; practise reaction times and investigate different sprint starts; show that they are beginning to develop their technique for the most effective sprint start; develop their running technique for sprinting, showing some coordination and control;</p>	<p>Upper Key Stage Two General</p> <p>Target, Footwork, Attack, Defence, Formation, Fluency, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cool-down, Fitness, Control, Acceleration, Decision making</p> <p>Speed, Coordination, Fielding, Striking, Power, Performance Rule</p> <p>Dance Specific</p> <p>Words to describe actions, dynamics, space and relationships</p> <p>Words to describe group formations, eg square, circle, line</p> <p>Partner, copy, follow lead</p> <p>Unison, canon, repeat</p> <p>Structure</p> <p>Motif</p>

	Resilience Personal challenge Critical thinking and Action	Building Resilience Personal challenge Critical thinking and action	Joy of movement Building Resilience Personal challenge Critical thinking and action	Building Resilience Personal challenge Critical thinking and Action	Personal challenge Critical thinking and action	Joy of movement Building Resilience Personal challenge Critical thinking and action	Dance phrase Improvisation, explore Character Narrative, costume, props Describe, analyse, interpret, evaluate
	<p>Through Year 5 PE learning units we will aim to</p> <ul style="list-style-type: none"> - Set a personal goal for physical activity participation - Demonstrate preparation (ready position), movement, and follow through phases of a selected activity. - Demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings. - Demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels. - Create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills. - Safety, fair play and leadership - Demonstrate safe use of equipment and facilities to avoid putting self and others at risk. - Describe the importance of warm-up and cool-down routines for specific activities (e.g., safety, efficiency, focus). - Demonstrate fair play in physical activity. - Demonstrate leadership in physical activity - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - 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. - inspire pupils' curiosity 						Communication Gesture <ul style="list-style-type: none"> • Words to describe choreographic devices, eg unison, canon, repetition, action and reaction, question and answer • Myth, legend • Mobilise joints • Diet <u>Significant individuals</u> Local athletes, National athletes, International athletes <u>Outdoor adventurous activities skills</u> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location

		<p>of features and routes on a map.</p> <ul style="list-style-type: none">• Basic movements including running, jumping• Developing balance, agility and co-ordination.• Realise that activities need thinking through, and recognise that planning is useful• choose sensible skills and approaches for the challenges set• Meet the challenges effectively in teams
--	--	--



Castleway Primary School
Physical Education Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	VOCABULARY
YEAR SIX	<p>Fundamental Movement skills</p> <p>There are twelve basic fundamental movement skills considered to be building blocks for movement.</p> <p>The twelve fundamental movement skills presented in this unit are: catch, kick, run (sprint), hop, skip, vertical jump, side gallop, overarm throw, ball bounce, leap, dodge and forehand strike.</p> <p>Joy of movement</p> <p>Building Resilience</p> <p>Personal challenge</p> <p>Critical thinking and Action</p>	<p>OAA</p> <p>Develop communication skills in terms of speaking and listening</p> <ul style="list-style-type: none"> • Work as a group to overcome a challenge • Review how well the group performed the task and outline ways to work more effectively to complete future tasks <p>Play competitive games. They should enjoy communicating, collaborating</p>	<p>Dance</p> <p>perform with an awareness of both partner and group dances</p> <ul style="list-style-type: none"> • perform with clear dynamics and precise footwork • use a variety of ways to work in a small group • develop movement using different relationships • lead appropriate “warming-up” exercises • view short pieces of professional work in order to comment upon the use of 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • strike a bowled ball in an intended direction, into space; • stop a ball using a range of techniques, including the long-barrier technique; • understand the active role of a fielder and know how to ‘attack the ball’; • play cooperatively with teammates; making decisions when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding 	<p>Invasion Games</p> <p>lead and take part in warm-ups and cool-downs safely and effectively;</p> <ul style="list-style-type: none"> • move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction; • pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy; • link dribbling and passing skills together with success and fluency; • use space well to pass and receive a ball; • follow complicated rules to play a new game successfully; 	<p>Athletics</p> <p>demonstrate some stamina in order to maintain a sustained run;</p> <p>show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support;</p> <p>follow step-by-step instructions and copy a range of throwing techniques with some accuracy;</p> <p>develop their ability to throw for both distance and accuracy;</p>	<p>Upper Key Stage Two General</p> <p>Target, Footwork, Attack, Defence, Formation, Fluency, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cool-down, Fitness, Control, Acceleration, Decision making</p> <p>Speed, Coordination, Fielding, Striking, Power, Performance Rule</p> <p>Dance Specific</p> <ul style="list-style-type: none"> • Words to describe actions, dynamics, space and relationships • Words to describe group formations, eg square, circle, line <p>Partner, copy, follow lead</p> <p>Unison, canon, repeat</p> <p>Structure motif Dance</p> <p>phrase Improvisation, explore</p>

		and competing with each other. Compare performances with previous ones to achieve and demonstrate improvement	props to create music. Joy of movement Building Resilience Personal challenge Critical thinking and action	Joy of movement Building Resilience Personal challenge Critical thinking and Action	<ul style="list-style-type: none"> • create a new game to include certain criteria and explain it to others successfully; • begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games; • evaluate their own and others' work, suggesting appropriate improvements. 	<p>compete against self and others and demonstrate some improvements to achieve their personal best;</p> <p>Recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve.</p>	<ul style="list-style-type: none"> • Character • Improvisation • Unison, canon, action and reaction • Motif, phrase, section • Form, eg AB, ABA, ABAC • Artistic intention • Exploration • Dance framework • Interpret • Social dance crazes • Style • High energy, fast footwork • Contact work, lean, push, pull, lift • Unison, canon • Dance-craze terminology, eg Lindy Hop, Twist • Stamina
	<p>Through Year 6 PE learning units we will aim to</p> <ul style="list-style-type: none"> - Set a personal goal for physical activity participation - Demonstrate preparation (ready position), movement, and follow through phases of a selected activity. - Demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings. - Demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels. - Create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement skills. - Safety, fair play and leadership 						<p><u>Significant individuals</u></p>

	<ul style="list-style-type: none"> - Demonstrate safe use of equipment and facilities to avoid putting self and others at risk. - Describe the importance of warm-up and cool-down routines for specific activities (e.g., safety, efficiency, focus). - Demonstrate fair play in physical activity. - Demonstrate leadership in physical activity - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - 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. - inspire pupils' curiosity 	<p>Local athletes, National athletes, International athletes</p> <p><u>Outdoor adventurous activities skills</u></p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Basic movements including running, jumping • Developing balance, agility and co-ordination. • Realise that activities need thinking through, and recognise that planning is useful
--	--	--

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static balance							
Sprint run							
Vertical jump							
Catch							
Hop							
Side gallop							
Skip							
Overarm throw							
Leap							
Kick							
Two-hand strike							
Dodge							



Focused teaching and learning, with an emphasis on the introductory components



Practice and development, with an emphasis on the fine-tuning components



Benchmark of when most pupils should demonstrate proficiency of the skill



Consolidation and application of skill in sport contexts, games and physical activities