



Physical Education (PE) Curriculum



Topic – Step Right Up!

Year 1 – Autumn

Subject – Physical Education (Teacher P.E)



Prior Learning	In Reception, children will have experienced sending a variety of quoits, balls and beanbags. They will have developed their gross motor skills, e.g. jumping, hopping and changing direction. They will have practised walking, running and travelling at different speeds.
What Comes Next	In Year 2, children will improve their running and jumping movements further; jumping for distance and height. They will also be able to hit and return a ball using hands and rackets with more accuracy.
Key Vocabulary	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow step, straight, throw. Hit, send, stop, collect, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Run, Jump and Throw Unit 1</p> <p>Autumn 2: Send and Return Unit 1</p> <p>During autumn term, unit 1 of 'Run, Jump and Throw' and Unit 1 of 'Send and Return' will be delivered.</p>	<p>Run, Jump and Throw Unit 1</p> <ul style="list-style-type: none">To begin to link running and jumping.To learn and refine a range of running strategies which include varying pathways and speeds.To develop throwing techniques, sending objects over long distances. <p>Send and Return Unit 1</p> <ul style="list-style-type: none">To send an object with increased confidence using a hand or bat.To be able to move towards a moving ball to return.To send and return a variety of balls.	<p>Run, Jump and Throw Unit 1</p> <ul style="list-style-type: none">To know important rules such as waiting your turn between activities,To know how to start and stop at speed and how to run in straight lines at different speeds.To know the link between running and jumping.To know different techniques for throwing. <p>Send and Return Unit 1</p> <ul style="list-style-type: none">To know how to work with a partner to send and receive.To know how to chase, stop and control balls and other objects.To know different ways of sending a ball and how to move towards a ball to return it.To know how to score points in simple games.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic - Step Right Up!

Year 1 - Autumn

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children will have developed their gross motor skills, e.g. jumping, hopping and changing direction. They will have practised walking, running and travelling at different speeds and to pieces of music. In autumn term, they practised sending and receiving a range of different types of balls.
What Comes Next	In spring term, children will further develop their dance skills in their 'Turrets and Tiaras' topic. They will continue to develop their football skills in Year 2, when they focus on their control of the ball.
Key Vocabulary	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end. Aim, attack, compete, control, cooperate, receive, restart, side-line.

Notes and Guidance	Skills	Knowledge
Autumn 1: Topic Based Dance Autumn 2: Football skills	Topic Based Dance <ul style="list-style-type: none">Show some sense of dynamic, expressive and rhythmic qualities.Choose appropriate movements to communicate a mood, idea or feeling.Remember and repeat short dance phrases and simple dances.Vary the way space is used. Football Skills <ul style="list-style-type: none">Kick a ball.Defend a target.Roll balls.	Topic Based Dance <ul style="list-style-type: none">That a dance phrase has a beginning, middle and end.What a repeated motif is and how to perform one of these with a partner.Which rhythmic movement fit different moods or feelings.How to use the space around you effectively. Football Skills <ul style="list-style-type: none">How to coordinate their eyes and feet coherently.How to block a target effectivelyThe different strengths to be able to roll a ball.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic - Turrets and Tiaras

Year 1 - Spring

Subject - Physical Education (Teacher P.E)



Prior Learning	In Reception, children experienced moving to music and copied simple rhythms and actions. In Autumn Term, they completed Send and Return unit 1 where children began to link running and jumping and began to throw over longer distances.
What Comes Next	In Year 2, children will develop in dance by considering how transitions can be used to link shapes and balances. They will work in small groups to produce short sequences. When sending and receiving, children will develop sending and receiving a ball with more accuracy and will begin to use tactics to help score points in game situations
Key Vocabulary	Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, mood, feeling, theme, story, static, start, middle, end, backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw, track, opposition, umpire.

Notes and Guidance	Skills	Knowledge
Spring 1: Dance Spring 2: Send and return Unit 2	<p>Dance</p> <ul style="list-style-type: none">• Show some sense of dynamic, expressive and rhythmic qualities.• Choose appropriate movements to communicate a mood, idea or feeling.• Explore story telling through dance.• Remember and repeat short dance phrases and simple dances.• Vary the way space is used. <p>Send and Return Unit 2</p> <ul style="list-style-type: none">• To develop sending skills with a variety of balls.• To track, intercept and stop a variety of objects such as balls and beanbags.• To select and apply skills to beat the opposition	<p>Dance</p> <ul style="list-style-type: none">• To know that a dance phrase has a beginning, middle and end.• To know how to use mirroring in dance.• To know what a repeated motif is and how to perform one of these with a partner.• To know that dance is a way of storytelling. <p>Send and Return Unit 2</p> <ul style="list-style-type: none">• To know how to identify space to send a ball into.• To know how to move towards a moving ball to return with hand or bat.• To know how to play cooperatively in a game situation.• To identify strategies to help them win a team game.

Enrichment

During this topic, the children spend a day at Warwick Castle.



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children experienced travelled in different ways and practised rolling and jumping. This will be their first experience of uni-hoc skills.
What Comes Next	In summer term, the children will complete another gymnastic unit with their teacher to further embed the skills and knowledge listed below. In Year 2, the children will develop their uni-hoc skills further with a focus on dribbling.
Key Vocabulary	Uni-hoc, stick, ball, obstacle, dribbling, strike, rules. Relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.

Notes and Guidance	Skills	Knowledge
Spring 1: Uni-Hoc Skills Spring 2: Gymnastics.	<p>Uni-hoc skills</p> <ul style="list-style-type: none">• Demonstrate basic safety rules of uni-hoc.• Develop early uni-hoc skills, e.g. using stick to hit the ball.• Be introduced to moving ball around obstacles. <p>Gymnastics</p> <ul style="list-style-type: none">• Perform a variety of gymnastic actions showing control.• Introduce turn, twist, spin, rock and roll and link these into movement patterns.• Perform longer movement phrases and to link these with confidence.• Perform in unison and demonstrate canon movements.	<p>Uni-Hoc skills</p> <ul style="list-style-type: none">• The basic safety rules of uni-hoc (both hands on the stick; do not swing the stick)• You can use both sides of the uni-hoc stick• How to successfully and safely move a ball around an obstacle using a uni-hoc stick <p>Gymnastics</p> <ul style="list-style-type: none">• Each part of a simple sequence for performance.• How to perform using turn, twist, spin, rock and roll and link these into movement patterns.• How to link phrases using different size movements.• The safe way to move equipment effectively.

Enrichment

During this topic, the children spend a day at Warwick Castle.



Topic - Yum Yum

Year 1 - Summer

Subject - Physical Education (Teacher P.E)



Prior Learning	In Reception, children developed coordination and gross motor skills with a focus on different ways of travelling on the floor and around apparatus. They started to learn a variety of shapes, balances and rolls. Children threw and caught using a variety of different objects.		
What Comes Next	In Year 2, children will develop in gymnastics by considering how gymnastic elements can be transitioned between and linked. They will create a simple sequence that will be explored using a simple scoring system. They will develop their batting skills and practice feeding and bowling skills. Children will be encouraged to work as a team when fielding.		
Key Vocabulary	Balance, body tension, carry, control, extension, fast, high, jump, hang, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn. backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw, track, opposition, umpire.		
Notes and Guidance		Skills	Knowledge
During summer term, a unit 2 of gymnastics will be delivered from the P.E hub, as well as unit 2 of 'Hit, Catch and Run'.		<p>Gymnastics</p> <ul style="list-style-type: none">To perform a variety of gymnastic actions showing control.To introduce turn, twist, spin, rock and roll and link these into movement patterns.To perform longer movement phrases and to link these with confidence. <p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none">To develop sending and receiving skills to benefit fielding as a team.Distinguish between the roles of batters and fielders.Introduce the concept of simple tactics.	<p>Gymnastics</p> <ul style="list-style-type: none">To know that gymnastics has supporting concepts which include speed/ timing, shape, direction, level, pathways, body parts and sequencing.To know each part of a simple sequence for performance.To know the difference between canon and unison. <p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none">To know how to hit a ball with power.To know the difference between batters and fielders.To know that tactics can influence the outcome of a game.
<p>Enrichment</p> <p>During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.</p>			



Topic - Yum Yum

Year 1 - Summer

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children threw and caught using a variety of different objects. They also travelled in different ways.
What Comes Next	In Year 2, the children will develop their cricket skills with a focus on batting and building on skills learnt in Year 1. In athletics, the children will build on developing strength and power when throwing and jumping.
Key Vocabulary	Batter, bowl, catch, collect, stop, strike, throw, target, underarm, track, retrieve. Run, distance, sideways, speed, jump, distance, technique.

Notes and Guidance	Skills	Knowledge
Summer 1: Cricket Skills Summer 2: Athletics Skills	<p>Cricket skills</p> <ul style="list-style-type: none">• Develop throwing skills with beanbags and balls.• Track and retrieve a rolling ball.• Use an underarm throw to a target (wicket) <p>Athletics skills</p> <ul style="list-style-type: none">• To use our arms when running at different speeds.• To take off on two feet to jump for distance.• To use the correct technique to throw objects for distance.	<p>Cricket skills</p> <ul style="list-style-type: none">• How to throw a beanbag or ball.• How to track a ball with their eyes and begin to retrieve a moving ball.• How to throw using an underarm action <p>Athletics skills</p> <ul style="list-style-type: none">• How our arms help us when running.• How to take off and land on two feet when jumping.• Some simple techniques to throw objects.

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Topic – Fire and Ice

Year 2 - Autumn

Subject – Physical Education (Teacher P.E)



Prior Learning	In Year one, children developed their sending and receiving skills to benefit the team. They learnt the difference between the roles of batters and fielders and learnt some simple tactics. In Gymnastics, they were introduced to twists, turns, rock and rolls. They also learnt to link these into simple sequences.
What Comes Next	In Year 3, children will use skills learnt as they are introduced to more formal sports, e.g. cricket. They will continue to develop their ability to strike a bowled ball and will work cooperatively to field. In Gymnastics, children will use basic compositional ideas to improve sequence work; they will identify similarities and differences in sequences and begin to introduce explosive elements to work using leaps and jumps.
Key Vocabulary	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps. Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin.

Notes and Guidance	Skills	Knowledge
Autumn 1: Hit, Catch, Run Unit 1 Autumn 2: Gymnastics Unit 1 During autumn term unit 1 of 'Hit, Catch and Run' will be delivered, as well as unit 1 of 'Gymnastics' from the PE Hub.	Hit, Catch, Run Unit 1 <ul style="list-style-type: none">To develop hitting skills with a variety of bats.To practise feeding/ bowling skills.To hit and run to score points in games. Gymnastics Unit 1 <ul style="list-style-type: none">To describe and explain how performers can transition and link gymnastic elements.To perform with control and consistency basic actions at different speeds and on different levels.Challenge themselves to develop strength and flexibility.Create and perform a simple sequence that is based on simple gymnastic scoring.	Hit, Catch, Run Unit 1 <ul style="list-style-type: none">To know how batters can help each other to get runs.To know where to aim a ball when under arm bowling.To know how and where to hit a ball to help score points for the team. Gymnastics Unit 1 <ul style="list-style-type: none">To be able to name 3 elements of a sequence that can be judged.To know how to show different levels in a sequence.To begin to know how to judge and evaluate sequences.To know how performers can transition and link gymnastic elements.

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.



Topic – Fire and Ice

Year 2 - Autumn

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Year one, children developed their sending and receiving skills. In dance, they started to develop their ability to move to music and combine short sequences of steps together.
What Comes Next	In Year 3, children will use skills learnt as they are introduced to the more formal sport of football. In summer term dance, the children will continue to develop their ability to work individually and in a small group to create short motifs.
Key Vocabulary	Direction, huddle, group, mood, feeling, musicality, respond, speeds, levels, consistency. Control, accuracy, send, receive, dribbling, passing.

Notes and Guidance	Skills	Knowledge
Autumn 1: Topic based dance Autumn 2: Football skills	<p>Topic Based Dance:</p> <ul style="list-style-type: none">• Perform basic actions with control and consistency at different speeds and at different levels.• Work as a group to create and perform short movement sequences to music.• Use the stimuli to copy, repeat and create dance actions and motifs.• Perform using more sophisticated formations as well as individual. <p>Football Skills:</p> <ul style="list-style-type: none">• Send a ball using feet and to receive a ball using feet.• Refine ways to control bodies and a range of equipment.• Recall and link combinations of skills, e.g. dribbling and passing.	<p>Topic Based Dance:</p> <ul style="list-style-type: none">• Different speeds (fast and slow) and levels (high, medium and low) in dance.• How to collaborate ideas in a group.• What a stimuli for dance can be and how to effectively use this.• How to work independently and in a group. <p>Football Skills:</p> <ul style="list-style-type: none">• How to accurately use your feet to control a ball (beginning to use the insides of the feet.)• How to control body and equipment.• Dribbling means staying on the ball while moving it around the pitch.

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.



Topic – Into the Wild
Year 2 – Spring
Subject – Physical Education (Teacher P.E)



Prior Learning	In Year one, children began to build simple movement patterns from given actions. They were introduced to the terms canon and unison. They explored space, direction, level and speeds. In Year one children have started to develop their sending skills with a variety of balls. They have learnt how to track and intercept balls to aid their team.
What Comes Next	In Year 3, children will practise different sections of a dance aiming to put together a performance. They will develop style when performing and develop their evaluation skills further. In Year 3, children will use the skills developed in key Stage 1 to begin playing more formal invasion games sports, e.g. football, hockey and basketball.
Key Vocabulary	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, group, mood, feeling, musicality, respond, send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Dance (African theme)</p> <p>Spring 2: Attack, Defend, Shoot Unit 2</p> <p>During spring term, a unit of African dance will be delivered, as well as unit 2 of 'Attack, Defend and Shoot' from the P.E Hub.</p>	<p>Dance (African theme)</p> <ul style="list-style-type: none">Perform basic actions with control and consistency at different speeds and at different levels.Work as a group to create and perform short movement sequences to music.Use the stimuli to copy, repeat and create dance actions and motifs. <p>Perform using more sophisticated formations as well as individual.</p> <p>Attack, Defend, Shoot Unit 1</p> <ul style="list-style-type: none">To send a ball using feet and to receive a ball using feet.To refine ways to control bodies and a range of equipment.To recall and link combinations of skills, e.g. dribbling and passing.	<p>Dance</p> <ul style="list-style-type: none">To know some elements used in African dance.To know how to use levels and speed can affect performances.To know that control and consistency helps to improve dance performances. <p>Attack, Defend, Shoot Unit 1</p> <ul style="list-style-type: none">To know how to send a ball accurately using feet.To know how to link skills, e.g. dribbling and passing to help their team.To know the difference between defence and attack.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Into the Wild
Year 2 - Spring
Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Year one, children explored turns, twists, spins and rolls. They began to link movements together. In Year one children have started to move the ball with the stick around a space, avoiding obstacles in their way.
What Comes Next	In Year three, children will look at different pathways, shapes and directions that can be used when sequencing gymnastic routines. They will develop style when performing and develop their evaluation skills further. In Year three, children will use the skills developed in key Stage 1 to begin playing more formal invasion games sports, e.g. football, uni-hoc and basketball.
Key Vocabulary	Dribbling, scenarios, push pass, partner. Sequences, shape, contrast, coordination, control, variety.

Notes and Guidance	Skills	Knowledge
Spring 1: Uni-hoc skills Spring 2: Gymnastics	Uni-Hoc Skills <ul style="list-style-type: none">Revise basic safety rules of uni-hoc.Be exposed to dribbling scenarios.Be introduced to the push pass to a partner. Gymnastics <ul style="list-style-type: none">Plan and repeat simple sequences of actionsShow contrasts in shape.Perform the basic gymnastic actions with coordination, control and variety.Use different speeds, levels, directions and pathways.	Uni-Hoc Skills <ul style="list-style-type: none">The basic safely rules of uni-hoc (keeping both hands on the stick; not swinging the stick.)Different dribbling scenariosHow to do a simple push pass to a partner. Gymnastics <ul style="list-style-type: none">How to plan and repeat simple sequencesContrasts in shapes and how to show theseProper coordination of the body causes balance.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Prehistoric Britain
Year 3 – Autumn Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Key Stage one, children will have taken part in a range of PE games and activities. They will have followed simple instructions and followed rules; working as a pair and in a small group. They will have been introduced to simple signs and symbols in geography. In Year 2, children have started to use their core strength to link elements and started to think about rhythm in sequences.
What Comes Next	In Year 4, children will continue OAA work on the residential to Bell Heath where they work on team work and map skills in an unfamiliar setting. (Children who do not attend will be given the opportunity to develop these skills in school.) In Year 4, children will use changes in speed, height and direction when composing sequences with more technical difficulty and accuracy.
Key Vocabulary	Maps, diagram, scale, symbols, orienteering, controls, challenges, problem solving, lead, plan, follow, trust. Fluency, contrasting, unison, low, combinations, full turn, half turn, sustained, explosive, power, control, group, similar , different.

Notes and Guidance	Skills	Knowledge
Autumn 1: Outdoor/ Adventurous The P.E Hub Autumn 2: Gymnastics Unit I The P.E Hub	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative. <p>Gymnastics Unit I</p> <ul style="list-style-type: none"> Modify actions using different pathways, directions and shapes. Begin to relate strength and flexibility to the actions and movements they are performing. Use body control when controlling rolls and jumps. Use basic compositional ideas to improve sequence work- unison. 	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To know the difference between cooperation and competition. To know some important elements of teamwork. To know that sometimes problems can be solved in different ways. To know how to create a simple map/ plan. <p>Gymnastics Unit I</p> <ul style="list-style-type: none"> To that unison is the simultaneous performance by 2 or more people to complete a gymnastic action. To know why strength and flexibility is important when maintaining a healthy lifestyle. To know that actions can be modified by using different pathways, directions and shapes.

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Key Stage one, children will started to communicate ideas to music and to perform short phrases individually and in pairs. They have developed kicking and dribbling skills to prepare them for playing the port of football.
What Comes Next	In Year 4, children use freeze frames in dance and develop more complex and longer sequences of movement. In football, children will develop shooting skills and begin to learn about defensive actions with a game of football.
Key Vocabulary	Dance, turn, rhythm, direction, rehearse, formation, choreography, stimulus. Dribble, space, accuracy, movement, game situation, control.

Notes and Guidance	Skills	Knowledge
Autumn 1: Topic based Dance Autumn 2: Football	<p>Topic Based Dance</p> <ul style="list-style-type: none">• Improvise freely, translating ideas from a stimulus into movement.• Create dance phrases that communicate ideas.• Share and create dance phrases with a partner and in a small group.• Repeat, remember and perform these phrases in a dance. <p>Football</p> <ul style="list-style-type: none">• Use the feet to control the ball and dribble.• Pass the ball accurately, over space, to a teammate.• Begin to understand movement within a game situation.	<p>Topic Based Dance</p> <ul style="list-style-type: none">• That different speed and size movements of the body can show different ideas and emotions.• That a dance phrase is a short sequence of related movements that have a sense of continuity.• How to combine short phrases of movements in time with the music (3/4 or 4/4) <p>Football</p> <ul style="list-style-type: none">• The laces should be used to dribble quickly and the inside and outside of the foot used to control the ball.• How to use the inside of their foot appropriately to pass the ball.• That moving into space away from the ball will help a team to move the ball across the pitch.

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Key Stage one, children will have started to link skills, e.g. dribbling and passing. They will have started to apply a small range of tactics within games and started to develop their power, agility and coordination to aid when playing games. Children will have worked on their sending and receiving skills and how to track a ball. They will have started to use rackets.
What Comes Next	In Year 4, children will participate in other invasions games, e.g. hockey and football. They will return to consolidating badminton skills in Year 5 and basketball skills in Year 6.
Key Vocabulary	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble, space, contact. Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, bisi, tricks, shuttlecock, boundary.

Notes and Guidance	Skills	Knowledge
Spring 1: Basketball The P.E Hub Unit Spring 2: Badminton The P.E Hub Unit	Basketball To perform some basic basketball skills- throwing, catching and dribbling. To build attacking/ offensive play. To implement some basic rules of basketball. Badminton To explore and use different shots with the forehand and backhand. To demonstrate different badminton skills. To practise some trick shots in isolation.	Basketball <ul style="list-style-type: none">To know what attacking/ offensive play is.To know some key parts of basketball and why they are important for the game.To know how to begin games using a jump start and some rules, e.g., if a defender makes deliberate contact, the other side gets a free throw. Badminton <ul style="list-style-type: none">To know how points are scored in badminton.To know what a backhand is and its difference to a forehand.To know some racket shots that can be used in badminton.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – James & The Giant Peach

Year 3 – Spring Term

Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Key Stage one, children will have started to link skills, e.g. dribbling and passing. They will have started to apply a small range of tactics within games and started to develop their power, agility and coordination to aid when playing games. In autumn term, the children learnt how to perform in unison in gymnastics and will further embed this skill.
What Comes Next	In Year 4, children will learn how to use a push pass when passing the ball. They will further develop their understanding of game situations. In gymnastics, the children will continue to develop their strength and flexibility.
Key Vocabulary	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble. Actions, independently, strength, flexibility, sequence work, unison, pathways, directions, shapes.

Notes and Guidance	Skills	Knowledge
Spring 1: Uni Hoc Spring 2: Gymnastics	Uni -Hoc <ul style="list-style-type: none">• Demonstrate and follow the rules of Uni-hoc.• Use both sides of the stick to hit the ball.• Begin to use defensive play in game situations. Gymnastics <ul style="list-style-type: none">• Modify actions using different pathways, directions and shapes.• Begin to relate strength and flexibility to the actions and movements they are performing.• Use basic compositional ideas to improve sequence work- unison.	Uni-Hoc <ul style="list-style-type: none">• The safety rules of uni-hoc, (the stick must be kept below knee height and held in two hands.)• You are able to use both sides of the uni-hoc stick to hit the ball as the stick is flat on both sides.• That defensive play can prevent the opposing side scoring a goal and know some defensive positions that can help when defending. Gymnastics <ul style="list-style-type: none">• That a pathway is a direction of movement.• Which part of the body needs to show strength/ flexibility when performing, e.g. shoulder flexibility is important when performing bridges.• Unison is when children perform the same movement at exactly the same time as each other.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.

Topic – Ancient Greece
Year 3 – Summer Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Key Stage One dance, children have started to work in small groups to create movement sequences to music. In Key Stage one striking and fielding activities, children will have experienced different games and activities where throwing and catching skills were used. They have had the opportunity to strike the ball with rackets and bats and played in some simple striking and fielding games.
What Comes Next	In Year 4, children will continue to develop their rounders skills, further consolidating their skills and understanding of the rules. They will complete dance units where other types of dances are looked at e.g. English Country Dance.
Key Vocabulary	Dance, turn, rhythm, direction, rehearse, formation, choreography. Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, back stop, rounders, half rounders.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Dance (Greek Dancing Focus)</p> <p>Summer 2: T-Ball/ Rounders</p>	<p>Dance (Greek Dancing Focus)</p> <ul style="list-style-type: none"> Share and create dance phrases with a partner and in a small group. Perform using more sophisticated formations as well as individual. <p>T-Ball/ Rounders</p> <ul style="list-style-type: none"> To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skill 	<p>Dance (Greek Dancing focus)</p> <ul style="list-style-type: none"> To know some key elements of Greek Dance. To know how to combine short phrases into a larger dance. To know that dance phrases can communicate ideas. <p>T-Ball/ Rounders</p> <ul style="list-style-type: none"> To know the rules for the games of T-Ball and rounders. To know how to bowl underarm at a target. To know why fielders must be alert and ready to receive the ball.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Topic – Ancient Greece
Year 3 – Summer Term
Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Year 3, children have learnt the rules of Kwik Cricket and how to fulfil the role of wicket keeper within the game. In athletics, the children were introduced to throwing the javelin and the hurdles.
What Comes Next	In Year 4, children will continue to develop their Kwik Cricket skills, learning how to bowl overarm and how to stop a one-bounce ball. In athletics, the children will further develop their javelin technique and run for speed and distance as part of a team.
Key Vocabulary	Rules, Kwik Cricket, moving ball, long technique, wicket keeper. Run, sprint, speeds, hurdles, approach, javelin, pull-throw.

Notes and Guidance	Skills	Knowledge
Summer 1: Kwik Cricket Summer 2: Athletics	<p>Kwik Cricket</p> <ul style="list-style-type: none">• Be taught and follow the rules of Kwik Cricket.• Stop a moving ball using a long technique.• Perform as a wicket keeper. <p>Athletics</p> <ul style="list-style-type: none">• Run at different speeds.• Approach and jump hurdles.• Throw a javelin using pull-throw technique.	<p>Kwik Cricket</p> <ul style="list-style-type: none">• The rules of Kwik cricket. (ES to add)• That a long technique means the fielder puts their whole body behind the ball, forming a barrier behind the ball.• How to stop the ball as a wicket keeper using their hands or feet. <p>Athletics</p> <ul style="list-style-type: none">• The difference between sprinting and endurance running.• How to safely get over a hurdle using a lead leg.• That a lead leg is the leg that goes over the hurdle first, and should remain fairly straight.• The pull-throw technique, (using the body to send the javelin rather than just the arm to throw it.)

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Key Stage One, children have thought about safety in PSHE lessons. This included thinking about how to stay safe in the water. In Year 3, children started to use different pathways, directions and shapes in gymnastics. They learnt some racket skills in their badminton lessons.
What Comes Next	In gymnastics, children will further embed the skills taught in this unit later in the Year. Children will revisit tennis in Year 6 and further develop their ball and court skills.
Key Vocabulary	Swim, kick, front , back rotate, submerge, sink, float, sculling, breast stroke, back stroke, front crawl, glide, surface, underwater, self-rescue, water safety, life guard, fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control, group, similar, different, hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Swimming / Gymnastics Unit 1</p> <p>Autumn 2: Swimming / Tennis</p> <p><i>The children in Year 4 will take part in swimming lessons for a term during 2023-4. Availability at the Sandwell Aquatics Centre, will dictate when we can attend. The current system is that 30 children will attend and 30 will stay in school and follow the planning below so you may have half a year group following the autumn plan and half off the cohort following the spring plan. They will then alternate in the following term.</i></p>	<p>Swimming</p> <ul style="list-style-type: none">Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations <p>Gymnastics Unit 1</p> <ul style="list-style-type: none">Modify actions independently using different pathways, directions and shapes.Consolidate and improve the quality of movement and gymnastics actions.Relate strength and flexibility to the actions and movements they are performingBe able to perform in time with a partner and in a small group.Perform cartwheel progressions. <p>Tennis</p> <ul style="list-style-type: none">Return the ball from around the courtPerform forehand to targetsUse basic backhand shotsReturn the balls to different places on the courtUse tennis skills to play in doubles game	<p>Swimming</p> <ul style="list-style-type: none">To know different swimming strokes and how to perform them.To know some elements of water safety and to be able to articulate how to stay safe in the water. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none">How to adapt a sequence to include contrasting shapes.Why strength and flexibility is important and to be able to articulate this.How to take weight on hands safely. <p>Tennis</p> <ul style="list-style-type: none">The difference between a forehand and backhand and the side these are played from (depending on if you are right or left-handed.)How to play a simple doubles game and possible positions on the court.Strategies to help them return a serve.

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Year 3, children shared and created short dance phrases in small groups in dance. In football, children worked on their passing and dribbling skills.
What Comes Next	In dance, children will further embed the skills taught in this unit later in the Year. In Year 5, children will develop their use of space and passing between team mates in their football unit.
Key Vocabulary	Compose, motifs, creatively, collaboratively, refine, weight, space, rhythm, style. Dribble, control, progress, shooting, technique, defensive strategies.

Notes and Guidance	Skills	Knowledge
Autumn 1: Topic Based Dance Autumn 2: Football	Topic Based Dance <ul style="list-style-type: none">• Compose motifs and plan dances creatively and collaboratively as a class and in small groups.• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.• Recognise and comment on dances. Football <ul style="list-style-type: none">• Dribble showing good control to progress forward.• Use the technique of shooting at a target.• Begin to use defensive strategies within a game.	Topic Based Dance <ul style="list-style-type: none">• A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.• How weight, space and rhythm can be used in a dance and that they can be used differently in different styles of dance, e.g. that in a dance based on the Romans, weight and space could be used to produce marching actions to the music.• How to critique a dance and discuss positives and areas for development using given success criteria. Football <ul style="list-style-type: none">• How to dribble the ball using the laces part of the foot and how to keep it under control when moving forwards using the side of the feet where required.• The technique of shooting at a target (hitting the contact point through the laces of the boot and following through with the shooting leg to provide power.)• Defensive strategies that can be used, e.g. by marking an opponent closely.

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Topic – Water
Year 4 – Spring Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Key Stage One, children have thought about safety in PSHE lessons. This included thinking about how to stay safe in the water. In Year 3, children started to use different pathways, directions and shapes in gymnastics. They learnt some racket skills in their badminton lessons.
What Comes Next	In gymnastics, children will further embed the skills taught in this unit later in the Year. Children will revisit tennis in Year 6 and further develop their ball and court skills.
Key Vocabulary	Swim, kick, front, back rotate, submerge, sink, float, sculling, breast stroke, back stroke, front crawl, glide, surface, underwater, self-rescue, water safety, life guard, fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control, group, similar, different, hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Swimming / Gymnastics Unit 1</p> <p>Spring 2: Swimming / Tennis</p> <p><i>The children in Year 4 will take part in swimming lessons for a term during 2023-4. Availability at the Sandwell Aquatics Centre, will dictate when we can attend. The current system is that 30 children will attend and 30 will stay in school and follow the panning below so you may have half a Year group following the autumn plan and half off the cohort following the spring plan. They will then alternate in the following term.</i></p>	<p>Swimming</p> <ul style="list-style-type: none">Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations <p>Gymnastics Unit 1</p> <ul style="list-style-type: none">Modify actions independently using different pathways, directions and shapes.Consolidate and improve the quality of movement and gymnastics actions.Relate strength and flexibility to the actions and movements they are performingBe able to perform in time with a partner and in a small group.Perform cartwheel progressions. <p>Tennis</p> <ul style="list-style-type: none">Return the ball from around the courtPerform forehand to targetsUse basic backhand shotsReturn the balls to different places on the courtUse tennis skills to play in doubles games	<p>Swimming</p> <ul style="list-style-type: none">To know different swimming strokes and how to perform them.To know some elements of water safety and to be able to articulate how to stay safe in the water. <p>Gymnastics Unit 1</p> <ul style="list-style-type: none">How to adapt a sequence to include contrasting shapes.Why strength and flexibility are important and to be able to articulate this.How to take weight on hands safely. <p>Tennis</p> <ul style="list-style-type: none">The difference between a forehand and backhand and the side these are played from (depending on if you are right or left-handed.)How to play a simple doubles game and possible positions on the court.Strategies to help them return a serve.

Enrichment

During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.



Topic – Water
Year 4 – Spring Term
Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Year 3, children have learnt the ball can be hit with either side of the stick and how defensive play can be used in un-hoc lessons. In gymnastics, the children combined basic compositional ideas in sequences and worked on being in unison.
What Comes Next	In Year 5, the children will work on moving with the ball, turning and using space in uni-hoc. They will work on developing symmetry in performances and will evaluate their own and others' work in gymnastics.
Key Vocabulary	Push pass, target, perform, attacking, defending, strategies, skill, game situations. Fluency, contrasting, unison, low, combinations, half turn, full turn, sustained, explosive, power, control.

Notes and Guidance	Skills	Knowledge
Spring 1: Uni-Hoc Spring 2: Gymnastics	<p>Uni-Hoc</p> <ul style="list-style-type: none">Learn push pass through a target.Perform attacking and defending strategies in small skill game situations. <p>Gymnastics</p> <ul style="list-style-type: none">Modify actions independently using different pathways, directions and shapes.Consolidate and improve the quality of movement and gymnastics actions.Relate strength and flexibility to the actions and movements they are performingBe able to perform in time with a partner and in a small group.	<p>Uni-Hoc</p> <ul style="list-style-type: none">A push pass is used to move the ball speedily over shorter distances.The technique of a push pass to move the ball through a target (the stick will stay in contact with the ball until it is released for the pass.)Some attacking and defending strategies (e.g. defending from the right hand side and passing to teammates to attack) and how to use them in a game situation. <p>Gymnastics</p> <ul style="list-style-type: none">Different pathways and shapes can be used to link motifs together when choreographing a dance.The progression of improving quality movements.Which part of the body needs to show strength/ flexibility when performing, e.g. hip flexibility is important for splits, jumps and leaps.How to perform in time with a partner or a small group using the timing of the music to aid.

Enrichment

During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.



Topic – Rainforests
Year 4 – Summer Term
Subject – Physical Education **Teacher P.E.**



Prior Learning	In dance, children focused on Greek dance in Year 3 and learnt some of the features of this type of dancing. In rounders, children have developed their ability to throw and catch balls and to strike a bowled ball.
What Comes Next	In Year 5, the children will study another type of dance when they look at and create their own English country dances. In Year 5, children will play scatterball and rounders and continue to develop their bowling, batting and fielding skills.
Key Vocabulary	Beat, rhythm, tempo, structure, dynamics, volta, kick change. Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward.

Notes and Guidance	Skills	Knowledge
Summer 1: Dance (Samba Focus) Summer 2: Rounders The P.E Hub Unit	<p>Dance (Samba)</p> <ul style="list-style-type: none">• Compose motifs and plan dances creatively and collaboratively as a class and in small groups.• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (Samba context)• Perform a samba style of dance clearly and fluently.• Recognise and comment on dances. <p>Rounders</p> <ul style="list-style-type: none">• To develop the range of rounders skills that can be used in a competitive context.• To choose and use a range of simple tactics in isolation and out of context.• To identify different positions in rounders and the roles of these positions.	<p>Dance (Samba)</p> <ul style="list-style-type: none">• To know that Samba is a Latin dance of Brazilian origin.• To know some key steps of the Samba (e.g. Voltas and whisk)• To know how to evaluate routines produced and give constructive feedback. <p>Rounders</p> <ul style="list-style-type: none">• To know how to run someone out in rounders and why intercepting the ball will help this.• To know the rounders scoring system.• To know the roles and responsibilities of batter, bowler, back stop, fielder.

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Rainforests
Year 4 – Summer Term
Subject – Physical Education **Sports Coach P.E.**



Prior Learning	In Year 3, the children were taught the rules of kwik cricket and focused on how to stop a moving ball and to fulfil the role of wicket keeper. In athletics, they focused on running at different speeds and were introduced to the hurdles and the javelin.		
What Comes Next	In Year 5, the children will learn to use an over arm bowl as well as work on developing their batting technique in kwik cricket. They will work on running through using a baton in relays and will continue to develop their technique when throwing the javelin.		
Key Vocabulary	Field, bouncing ball, effectively, under arm, technique, intercept, moving ball. Challenge, sling action, discus, competition, competitive.		
Notes and Guidance		Skills	Knowledge
Summer 1: Kwik Cricket Summer 2: Athletics		Kwik Cricket <ul style="list-style-type: none">Field a bouncing ball effectively.Bowl using under arm technique.Intercept a moving ball with one hand. Athletics <ul style="list-style-type: none">Challenge ourselves in running, jumping and throwing techniques.Use a sling action to throw a discus.Apply the skills we have developed in a competitive way.	Kwik Cricket <ul style="list-style-type: none">How to field a bouncing ball and that the height and direction the ball is moving from will influence their fielding.The technique of bowling under arm, (one in which the bowler's hand does not rise above the level of the waist.)How to catch a ball with one hand. Athletics <ul style="list-style-type: none">How to challenge ourselves by improving our performance each time.How to use the sling action (swinging arms in a circular action before releasing the discus.)How to apply skills in a competitive way, e.g. using a stopwatch or measuring tape accurately to see who jumped the furthest or run the quickest.
Enrichment			
During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience			



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Physical Education **Teacher P. E**



Prior Learning	In Key Stage one children have developed their shooting skills and started to learn the rules of some invasion games. In Year 3, children learnt some basketball skills. This is the first time the children have played netball. In Year 3, the children had their first experience of badminton and began to learn some of its rules and how to hit the shuttlecock.
What Comes Next	In Year 6, children have the chance to become part of school's netball team and to continue to develop learnt skills. Children will continue to develop net and wall skills by completing a unit on tennis.
Key Vocabulary	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot. Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, position, ready, clear, overhead, singles, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.

Notes and Guidance	Skills	Knowledge
Autumn 1: Netball PE Hub Unit Autumn 2: Badminton PE Hub Unit	Netball <ul style="list-style-type: none">To be able to use some specific netball skills in games confidently, e.g. pivoting, dodging, bounce pass.To begin to play efficiently in different positions on the court in both attack and defence.To increase power and strength of passes. Badminton <ul style="list-style-type: none">To use different types of serves in game and new shots learnt in games.To play with others to score and defend points in competitive games.To move confidently around the area using footwork techniques.Develop further ways of playing with others cooperatively and in competition.	Netball <ul style="list-style-type: none">To know the terms pivoting, dodging and bounce pass in terms of netball.To know some key parts of netball and why they are important for the game.To know the difference between attack and defence and to be able to describe some attacking/ defending skills used in games. Badminton <ul style="list-style-type: none">To know that all service must begin with the racket below waist height and that you cannot serve overhead.To know different techniques to move around the court.To know a variety of shots to use in games and the appropriate times to use these.

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject – Physical Education Sports Coach P. E



Prior Learning	In Year 4, children started to think about weight, space and rhythm as they performed. In football, they practised their dribbling and shooting skills.		
What Comes Next	In summer term, children have the chance to further embed the dance skills taught when they complete a unit on English country dance. In football, they will combine all skills learnt so far in team game situations in Year 6.		
Key Vocabulary	Motifs, creatively, collaboratively, adapt, refine, weight, space, rhythm, style of dance, hand jive, prop, performance. Turn, travel, effectively, combine, space.		
Notes and Guidance		Skills	Knowledge
Autumn 1: Topic based dance Autumn 2: Football		<p>Topic based dance</p> <ul style="list-style-type: none">• Compose motifs and plan dances creatively and collaboratively in group of differing sizes.• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (Hand jive context)• Recognise and comment on dances, showing an understanding of style.• Begin to use props within a performance. <p>Football</p> <ul style="list-style-type: none">• Turn with the ball• Travel quickly and effectively when running with the ball• Combine running with a ball and sending into a space	<p>Topic based dance</p> <ul style="list-style-type: none">• How to plan a dance as a group and how to combine motifs repeating the key ideas throughout the dance.• How to use weight (e.g. transferring weight from one foot to another in rock steps), space and rhythm (hand rhythms/patterns) when performing a hand jive.• The differences between hand jive and other styles of dance they have studied.• How to safely use a prop within a dance. <p>Football</p> <ul style="list-style-type: none">• How to receive and turn with the ball quickly.• Practice exercises to help them to travel quickly and effectively with the ball, e.g. changing direction with the ball and kicking the ball forward to chase and dribble.• How to combine skills in football (space and passing) to help their team to advance.
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee</p>			



Topic – Reach for the Stars
Year 5 – Spring Term
Subject – Physical Education **Teacher P. E**



Prior Learning	In Year 4, children related strength and flexibility to the movements that they created. In Year 4, children participated in a residential to Bell heath where they developed their resilience in a range of problem-solving contexts.
What Comes Next	In Year 6 in gymnastics, children continue to develop sequence work and incorporate apparatus into their routines. In Outdoor/ Adventurous in Year 6, children will take part in more complex activities and will begin to give roles within teams.
Key Vocabulary	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, aesthetics. Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.

Notes and Guidance	Skills	Knowledge
Spring 1: Gymnastics Unit The PE Hub Spring 2: Outdoor/ Adventurous The PE Hub	<p>Gymnastics Unit 1</p> <ul style="list-style-type: none">• Create longer and more complex sequences including symmetry and asymmetry.• Perform counterbalances.• Take the lead in a group when preparing a sequence.• Develop symmetry individually, as a pair and in a small group.• Compare performances and judge strengths and select components (e.g. timing) as areas for improvement. <p>Outdoor/ Adventurous</p> <ul style="list-style-type: none">• To explore ways of communicating in a range of challenging activities.• To navigate and solve problems from memory.• To develop and use trust to complete the task and perform under pressure.	<p>Gymnastics Unit 1</p> <ul style="list-style-type: none">• To know what a counter-balance is and to be able to create one with a partner.• To know what makes a performance aesthetically pleasing.• To know what symmetry is and how to use these in performances. <p>Outdoor/ Adventurous</p> <ul style="list-style-type: none">• To know what Morse code is and how this can be used to communicate.• To know strategies to communicate with team members.• To know what orienteering is and to use memory to find given sites within school.

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Reach for the Stars

Year 5 - Spring Term

Subject - Physical Education **Sports Coach P. E**



Prior Learning	In Year 4, in uni-hoc, the children learnt how to use a push pass to send the ball and developed their attacking and defensive skills. In Year 4, in gymnastics, children related strength and flexibility to the movements that they created.		
What Comes Next	In Year 6 in gymnastics, children continue to develop their movements and relate these to music. In Year 6, in uni-hoc, children will develop and combine all skills learnt in match situations and recognise good individual and team performances.		
Key Vocabulary	Turn, combine, sending space, uni-hoc skills, maintain, position. Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, aesthetics.		
Notes and Guidance		Skills	Knowledge
Spring 1: Uni-Hoc Spring 2: Gymnastics		<p>Uni-Hoc</p> <ul style="list-style-type: none">• Turn with the ball• Combine running with the ball and combine sending it into a space.• Maintain position when attacking to create space. <p>Gymnastics</p> <ul style="list-style-type: none">• Create longer and more complex sequences including symmetry and asymmetry.• Perform counterbalances.• Take the lead in a group when preparing a sequence.• Develop symmetry individually, as a pair and in a small group.• Compare performances and judge strengths and select components (e.g. timing) as areas for improvement.	<p>Uni-Hoc</p> <ul style="list-style-type: none">• How to turn with the ball (keeping stick touching the ball, keeping eyes focused on the ball.)• How to combine uni-hoc skills to play in a game situation.• Maintaining a position rather than moving towards the ball creates more space for their team to attack. <p>Gymnastics</p> <ul style="list-style-type: none">• Symmetrical is a shape that is the same on both sides of the centre line.• Asymmetrical is a shape that is different on both sides of the centre line.• How to accurately use symmetry when performing a sequence• Different components of routines (e.g. timing) that can be used when judging performances.
Enrichment			
During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.			



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Physical Education **Teacher P. E**



Prior Learning	In Year 4, in dance, the children have focussed on Samba and some of its key steps. They have completed partner work as part of this unit. In Year 4, in rounders, the children have developed a range of batting, bowling and fielding strategies that can be used in competitive contexts. They were introduced to the role of the backstop.
What Comes Next	In Year 6, the children will incorporate apparatus into their performances when they complete a unit on Chinese ribbon dancing. They will further consolidate their batting, bowling and fielding skills to play full games of rounders.
Key Vocabulary	Dance, stretch, levels, mood, rehearse, line, square and round dances. Stance, bowling, bat, box, batsman, bowler, back stop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive.

Notes and Guidance	Skills	Knowledge
Summer 1: Dance (English Country Dance) Summer 2: Rounders/Scatterball P.E Hub Unit	<p>Dance (English Country Dance)</p> <ul style="list-style-type: none">• Compose motifs and plan dances creatively and collaboratively in groups of differing sizes.• Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. (English Country Dance context)• Perform an English country style of dance clearly and fluently• Recognise and comment on dances, showing an understanding of style. <p>Rounders/ Scatterball</p> <ul style="list-style-type: none">• To link together a range of skills and use in combination.• To collaborate with a team to choose, use and adapt rules in games.• To recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance.	<p>Dance (English Country Dance)</p> <ul style="list-style-type: none">• To know some of the key types of English country dance, e.g. square, line and circle dances.• To know some of the steps used in this type of dance.• To know how to recognise style and mood within dances. <p>Rounders/ Scatterball</p> <ul style="list-style-type: none">• To know the backward hitting rule in rounders.• To know the difference between close and deep fielding.• To know how some elements of fitness links to playing rounders.

Enrichment


During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Physical Education **Sports Coach P. E**



Prior Learning	In Year 5, the children learnt to bowl using an over arm technique and more about how to make attacking shots when batting. In athletics, they learnt to work as part of a relay team using a baton and further developed their javelin skills.
What Comes Next	In Year 6, the children will use the flat side of the bat to hit the ball and will begin to work in pairs to field and restrict runs scored. In athletics, they will develop their skills and techniques in all track and field events.
Key Vocabulary	Overarm, bowl, attacking shots, one bowl bounce. Speed, distance, push throw, exchange, baton, restricted area.

Notes and Guidance	Skills	Knowledge
Summer 1: Kwik Cricket Summer 2: Athletics	Kwik Cricket <ul style="list-style-type: none">Bowl using over arm technique.Use attacking shots in batting.Introduce technique of a one bounce bowl. Athletics <ul style="list-style-type: none">Run for speed and distance on our own and as part of a team.Use push throw technique when throwing a javelin.Exchange the baton within a restricted area.	Kwik Cricket <ul style="list-style-type: none">The technique of bowling over arm  <ul style="list-style-type: none">When to use attacking shots in Kwik cricketThe one bounce bowl technique Athletics <ul style="list-style-type: none">Using the push-throw technique can further the distance the javelin is thrown.How to exchange a baton (the outgoing runner's arm being extended with the hand open and the incoming runner vertically placing the baton straight into the open hand.)

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic - Survival of the Fittest
Year 6 – Autumn
Subject - Physical Education (Teacher PE)



Prior Learning	In outdoor/adventurous last year, children solved problems in more familiar settings. The children developed their racket skills in Year 5 while participating in badminton activities. They last completed tennis activities in Year 4 where they started to use forehand and backhand shots.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Maps. Diagram, scale, symbols, orienteering, compass, challenges, problem solving, lead, follow, plan, trust, solve, team, design instructions, extend, know, orient. Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Notes and Guidance	Skills	Knowledge
Autumn 1 – Outdoor/ Adventurous P.E Hub Unit Autumn 2 – Tennis P.E Hub Unit	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none">To use information given by others to complete tasks and work collaboratively.To undertake more complex tasks.To take responsibility for a role in a task.To use knowledge of PE and physical activities to suggest design ideas and amendments to games. <p>Net and Wall Games (Tennis)</p> <ul style="list-style-type: none">To develop backhand shots.To introduce the lob.To begin to use full tennis scoring systems.To continue to develop doubles play and tactics to improve.	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none">To know what a reef knot is and its function.To be able break a problem into smaller steps.To know how to reflect upon and improve practise. <p>Tennis</p> <ul style="list-style-type: none">To know when to use a backhand shot and the technique for this.To know what a lob shot is and its purpose.To know how the tennis scoring system works.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Topic - Survival of the Fittest

Year 6 – Autumn

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Year 5, children started to think about how props can be used in dance and differences in styles of dance. In football, the children developed their ability to turn and run with the ball, beginning to use space effectively.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Creatively, imaginatively, compose, motifs, structure, accompaniment, expressively, sensitively, fluently. Shooting, team mates, restrict, opponent's space, defending, close control, possession.

Notes and Guidance	Skills	Knowledge
Autumn 1 – Topic based dance Autumn 2 – Football	<p>Topic based dance</p> <ul style="list-style-type: none">• Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.• Perform to an accompaniment expressively and sensitively.• Perform dances fluently and with control. <p>Use props within a performance.</p> <p>Football</p> <ul style="list-style-type: none">• Set up a shooting opportunity for a team mate.• Restrict an opponent's space by defending with my partner.• Use close control to keep possession of the ball under the pressure.	<p>Topic based dance</p> <ul style="list-style-type: none">• How to plan a dance as a group and how to combine motifs repeating the key ideas throughout the dance working independently.• Beat, tempo, rhythm, and pace are all components of timing that need consideration when performing to an accompaniment.• Fluency is the quality of smoothness and flow of movement in dance. <p>Football</p> <ul style="list-style-type: none">• How to set up a shooting opportunity by passing the ball.• The difference between one to one marking and zonal marking.• Close control means being able to keep the ball under control and close to the foot.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - Physical Education (Teacher P.E)



Prior Learning	In Year 5, in dance, the children focussed on English country dance and some of its key elements. In rounders/ T-ball, the children played small rounders/ T-ball games and developed their understanding of the rules (e.g., the backward shot rule.)	
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.	
Key Vocabulary	Sharp, rhythmic movements, precisely synchronised, pace of movements. Stance, bowling, bat, box, batsman, bowler, back stop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics, stance.	
Notes and Guidance		Skills
Spring 1: Dance (Chinese Ribbon Dancing) Spring 2: Rounders		<p>Dance (Chinese Ribbon Dancing)</p> <ul style="list-style-type: none">• To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.• To perform to an accompaniment expressively and sensitively.• To perform dances fluently and with control. <p>Rounders</p> <ul style="list-style-type: none">• To apply rounders rules consistently in conditioned games.• To play small-sided games using standard rounders pitch lay out.• Use a range of tactics for attacking and defending in the role of batter, bowler and fielder.
		Knowledge
		<p>Dance (Chinese Ribbon Dancing)</p> <ul style="list-style-type: none">• To know how to incorporate the ribbon into dance.• To know some of the steps used in this type of dance.• To know how to recognise style and mood within dances .and how fluency and control improves a performance. <p>Rounders</p> <ul style="list-style-type: none">• To know how a rounders pitch is set up, e.g. with markings and four bases.• To know why urgency is important once play has started.• To know how use of tactics, e.g. rearranging fielders can improve a team's performance.
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>		



Beyond the Great Wall
Year 6 - Spring Term
Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Year 5, in uni-hoc, the children focussed on running and turning the ball and beginning to sue space to pass and receive the ball. In gymnastics, the children started to use symmetry and counter balances in their performances.		
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.		
Key Vocabulary	Combine, perform, complex, individual performance, team performance. Adapt, performance, sequence, relate to music, improvements, refine.		
Notes and Guidance		Skills	Knowledge
Spring 1: Uni-Hoc Spring 2: Gymnastics		<p>Uni-Hoc</p> <ul style="list-style-type: none">Combine and perform more complex skills at great speed.Recognise good individual and good team performances. <p>Gymnastics</p> <ul style="list-style-type: none">Perform increasingly complex sequences and adapt performances.Combine own ideas with others to build sequences.Compose and practise actions and relate to music.Show a desire to improve across a range of gymnastics actions	<p>Uni-Hoc</p> <ul style="list-style-type: none">More complex uni-hoc skills (e.g. dribbling, stopping and turning) and how to combine them at a great speed.How to recognise strong performances using criteria chosen by themselves. <p>Gymnastics</p> <ul style="list-style-type: none">How to make sequences more complex and how to evaluate their work to make improvements.How to combine ideas with others.How to compose actions to music (linking this to their knowledge of timing components from their previous dance unit.)
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>			



Topic – The American Dream
Year 6 – Summer Term
Subject – Physical Education (Teacher P.E)



Prior Learning	In Year 5, in Gymnastics, the children have worked independently and in small groups to create their own sequences. They have started to remember more complex sequences. In netball, the children have learnt key terms such as pivot and bounce pass and started to use this in game play. They have started to play in attack and defence positions.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex. Control, use, space, defend, attack, chest pass, tactics, compete, collaborate, team work, score, shoot, footwork, foul, free pass, pivot, blocking, metre, organisation, knocking rebounds, free.

Notes and Guidance	Skills	Knowledge
Summer 1: Gymnastics Unit 2 The P.E Hub Summer 2: Netball The P.E Hub	Gymnastics Unit 2 <ul style="list-style-type: none">To perform increasingly complex sequences and adapt performances.To combine own ideas with others to build sequences (including apparatus).To compose and practise actions and relate to music.To show a desire to improve across a range of gymnastics actions, Netball <ul style="list-style-type: none">To work as a team to improve group tactics and game play.To play within the rules using blocking skills for shots and passes.To develop defensive skills.	Gymnastics Unit 2 <ul style="list-style-type: none">To know what a stimuli is in the context of gymnastics.To know how to use criteria to devise a sequence.To know that rehearsal and evaluation improve actions and sequences created and performed. Netball <ul style="list-style-type: none">To know why rebounds are so important for the attacker and defender.To know the rules for when and how blocking can be used in netball.To know that certain passes can be used to send the ball different distances more appropriately.

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.



Topic – The American Dream

Year 6 – Summer Term

Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Year 5, in kwik-cricket, the children learnt how to bowl using an over arm technique and developed their batting by using attacking shots. In athletics, they developed their javelin throwing technique and learnt how to pass a baton as part of a relay team.
What Comes Next	Year 6 will transition to high school and begin their KS3 PE curriculum.
Key Vocabulary	Flat side, approach/ approaching, track, consistently, fielding. Standing jump, sprint start, techniques, record and relay.

Notes and Guidance	Skills	Knowledge
Summer 1: Kwik-Cricket Summer 2: Athletics	<p>Kwik-Cricket</p> <ul style="list-style-type: none">• Use the flat side of the bat when approaching a ball to hit it.• Track and catch a high ball consistently.• Work in a pair to restrict runs scored when fielding. <p>Athletics</p> <ul style="list-style-type: none">• Implement the rules of a standing jump.• Use sprint start techniques to increase our running speed.• Use a range of throwing techniques for different throwing events.• Record and relay result over a range of track events.	<p>Kwik-Cricket</p> <ul style="list-style-type: none">• Hitting the ball with the flat side of the bat will send the ball over further distances.• How to track and catch a high ball, (moving underneath the ball and catching it once at eye level.)• How to work as part of a pair when fielding to return the ball to the wicket. <p>Athletics</p> <ul style="list-style-type: none">• The technique of a standing jump, (jumper stands at a line marked on the ground with the feet slightly apart. The athlete takes off and lands using both feet, swinging the arms and bending the knees to provide forward drive.)• That a crouch start can improve running speed.• A range of throwing techniques• How to record and relay results using a stopwatch and measuring tape independently.

Enrichment

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