

## PE at Lent Rise School



### LRS PE Values → Listen, Respect, Support

Listen: listen to teachers, to feedback, to others in order to stay safe.

Respect: respect yourself, the sport, the teachers.

Support: support your learning, support each other, support the school.

### PE Overview Foci:

EY + KS1 → focus on exploration of each sport and movement (never actually playing full sports, just similar games)

LKS2 → focus on skill development & biomechanics (how the pupils' bodies move and what to do with body for a specific outcome)

UKS2 → focus on skill and tactical development (lots of gameplay orientated activities and skills + physical decisions, i.e., how can achieve a certain outcome with my physical movements)

**Assessment** → use skill progression documents to assess the level of attainment for each individual pupil.

**Outdoor PE** → split into sporting units with a wide range of activities, outcomes and skills explored throughout each module.

**Indoor PE** → split into focus points: Fundamental Movement, Dance, Gymnastics. It remains skill orientated (this will be matched with small display exploring the assessment criteria for each year group too). Clear and consistent lesson trajectory: warm-up, explore the skills, apply the skills.

## PE CURRICULUM – General PE Skills Progression

Key Skills	EY	Y1	Y2	Y3	Y4	Y5	Y6
<b>Personal</b>	Stay on task with help	Stay on task independently	Keep trying if I don't succeed	Take control and challenge myself	Consistently try to improve and persevere	Embrace challenge and recognise strength and weakness	Take responsibility for my learning through critical feedback
<b>Social</b>	Play with others help	Work sensibly with others by sharing and taking turns	Help and encourage others	Show patience and support others	Organise and guide others	Help to improve others	Lead others and motivate them to perform better
<b>Cognitive</b>	Follow instructions	Observe and describe rules	Recognise and order instructions, movements and skills	Explain simple tactics of attacking and defending	Describe and judge movements and skills for others to improve	Make good, successful tactical decisions	Critically analyse own and others' strengths and weaknesses
<b>Creative</b>	Observe and copy others	Explore and describe different movements	Compare movements and skills with others to develop	Recognise different rules and create own versions	Link and develop sequences of movement and skills and change them	Adapt and adjust skills, movements and tactics in contrast to others	Use variety and disguise to engage and deceive opponent
<b>Physical</b>	Travel in different directions	Perform single skills	Perform single sequences	Perform skills through deliberate body control	Link skills with body control and quality	Combine skills with fluency	Apply skills and movements effectively and consistently
<b>Health &amp; Fitness</b>	Describe simple changes	Explain benefits of exercise	Practise movements and skills safely	Explain body changes during exercise	Explain basic fitness components in order to be healthy	Prepare for physical activity (warm-up and cool-down)	Plan my own basic fitness programme

## Indoor PE Overview

<b>Year Group</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Personal</b>	<b>Social</b>	<b>Cognitive</b>	<b>Creative</b>	<b>Physical</b>	<b>Health &amp; Fitness</b>
<b>EY</b>	Fundamental Movement – Exploring Footwork	Gymnastics – Introducing Balances (using low apparatus)	Dance – Following Basic Steps	Fundamental Movement – Exploring Ball Skills	Gymnastics – Introducing Travelling & Flight	Dance – Musical Circles
<b>Y1</b>	Dance – Following Basic Choreography	Fundamental Movement – Jumping & Landing	Gymnastics – Travelling (using apparatus)	Dance - Solo Artistry	Fundamental Movement – Sending & Receiving Skills	Gymnastics – Basic Rotations (Floor)
<b>Y2</b>	Gymnastics – Sticky Body Balances	Fundamental Movement – Balance Combinations	Dance – Partner Shapes	Gymnastics – Flight (w/ hand-held apparatus)	Dance – Creating Artistry	Fundamental Movement – Ball Chasing & Control
<b>Y3</b>	Fundamental Movement – Matching Pairs	Gymnastics – Mapping Pathways (Travelling)	Dance – Partnered Rhythmic Rotations	Fundamental Movement – Rolling Sending & Receiving	Gymnastics – Flight (using apparatus)	Dance – Grouped Creations
<b>Y4</b>	Dance – Partnered Shapes	Fundamental Movement – Jumping Combination	Gymnastics – Partner Balances & Rotations	Dance – Lift to the Skies	Fundamental Movement – Ball Reactions	Gymnastics – Travelling (using apparatus)
<b>Y5</b>	Gymnastics – Rhythmic Rotational Movements (using hand apparatus)	Fundamental Movements – Ball Skills	Fundamental Movement – Competitive Footwork	Gymnastics – Partnered Travel & Flight (Floor)	Dance – Artistry Abstraction	Fundamental Movement – Sending & Receiving Games
<b>Y6</b>	Fundamental Movement – Ball Manipulation	Gymnastics – Sequenced Balances into Travel (low apparatus)	Dance – Musical Flying & Leaning	Fundamental Movement – Seated Volleyball	Gymnastics – Sequenced Travel into Rotation (large apparatus)	Independent Health & Fitness Games

## Outdoor PE Overview

Year Group	Autumn		Spring			Summer		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>EY</b>	Netball	Football	Basketball	Tag Rugby	Hockey (Uni-hock)	Cricket	Athletics	Rounders
<b>Y1</b>	Football	Netball	Tag Rugby		Basketball	Tennis	Athletics	Rounders
<b>Y2</b>	Netball	Football	Basketball	Tag Rugby		Rounders	Athletics	Tennis
<b>Y3</b>	Tag Rugby	Netball	Hockey (Uni-hock)	Lacrosse		Athletics		Cricket
<b>Y4</b>	Football	Tennis	Rugby (w/ SW)	Basketball		Athletics		Rounders
<b>Y5</b>	Netball	Rugby (w/ SW)	Lacrosse	Hockey (Field)		Athletics		Cricket
<b>Y6</b>	Tennis	Football	Basketball	Ultimate Frisbee		Athletics		Rounders

## PE CURRICULUM – Specific PE Skills Progression

Sport	EY	Y1	Y2	Y3	Y4	Y5	Y6
<b>Football</b>	<ul style="list-style-type: none"> <li>Moving freely</li> <li>Moving with ball in vague control</li> <li>Making clean contact with foot and static ball (kicking)</li> </ul>	<ul style="list-style-type: none"> <li>Moving freely around a specified area</li> <li>Moving with ball vaguely at feet</li> <li>Kicking the ball (static and slow moving)</li> </ul>	<ul style="list-style-type: none"> <li>Moving freely and deliberately in a specified area</li> <li>Moving with ball in control (at any speed)</li> <li>Receiving and controlling ball with feet consistently</li> <li>Passing ball in deliberate direction</li> </ul>		<ul style="list-style-type: none"> <li>Moving freely and deliberately in a specific area whilst sometimes executed skills</li> <li>Move and change direction in multiple directions</li> <li>Move with control of a ball in multiple directions</li> <li>Understand the difference between defending and moving with players and space</li> <li>Passing and receiving ball with confidence, static and on the move</li> </ul>		<ul style="list-style-type: none"> <li>Moving freely and deliberately in a specific area whilst sometimes executed skills for a specific purposes</li> <li>Move and change direction in multiple directions with changing speeds</li> <li>Move with control of a ball in multiple directions for a specific purpose</li> <li>Understand the difference between defending and moving with players and space</li> <li>Passing and receiving ball with confidence, static and on the move</li> <li>Use different parts of feet to pass and receive</li> </ul>
<b>Hockey (Uni-hock + Field)</b>	<ul style="list-style-type: none"> <li>Move freely with a stick in hand</li> </ul>			<ul style="list-style-type: none"> <li>Move freely and deliberately in a specific pitch,</li> </ul>		<ul style="list-style-type: none"> <li>Move freely and deliberately in a specific pitch, with a stick,</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use the stick to move and strike the ball</li> </ul>			<ul style="list-style-type: none"> <li>• with a stick, safely</li> <li>• Move the ball cleanly by altering body positions</li> <li>• Basic passing and receiving</li> <li>• Defend players and spaces of significance for a purpose</li> </ul>		<ul style="list-style-type: none"> <li>• (safely) whilst executing skills</li> <li>• Move the ball cleanly by altering body positions in sequence</li> <li>• Basic passing and receiving (static and on the move)</li> <li>• Think critically about why certain spaces are important to attack or defend</li> </ul>	
<b>Netball</b>	<ul style="list-style-type: none"> <li>• Moving freely</li> <li>• Basic passing (throwing) &amp; receiving (catching) with large ball</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely around a specified area</li> <li>• Passing &amp; receiving when static, beginning to develop ability on the move (large ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely and deliberately in a specified area</li> <li>• Passing &amp; Receiving when static &amp; sometimes when on the move</li> <li>• Understanding directional &amp; basic defensive principles (behind, ahead, forwards &amp; backwards)</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely and deliberately in a specific area whilst sometimes executing skills</li> <li>• Passing &amp; Receiving when static and on the move</li> <li>• Beginning to move body relationally with other players when attacking and defending</li> </ul>		<ul style="list-style-type: none"> <li>• Moving freely and deliberately in a specific area whilst executing skills</li> <li>• Varying speed for specific purposes</li> <li>• Executing skills within game context</li> <li>• Move body in relation to other players (team-mates &amp; opposition) when attacking and defending</li> <li>• Showing spatial awareness with regards to other players and the playing area, when attacking and defending</li> </ul>	
<b>Rugby (Tag + Touch)</b>	<ul style="list-style-type: none"> <li>• Moving freely with a ball in hand</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely around a specific area</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely and deliberately in a specified area</li> </ul>	<ul style="list-style-type: none"> <li>• Moving freely and deliberately in a specific area</li> </ul>		<ul style="list-style-type: none"> <li>• Using body to move at different speeds and in different</li> </ul>	

	<ul style="list-style-type: none"> <li>Using appropriate physicality to tag another child</li> </ul>	<ul style="list-style-type: none"> <li>Moving body to tag another player</li> <li>Working with others to tag players</li> </ul>	<ul style="list-style-type: none"> <li>Moving body to tag another player whilst they are moving</li> <li>Travelling and passing in different directions (at any speed)</li> <li>Working with others to tag players</li> </ul>	<ul style="list-style-type: none"> <li>whilst executing skills</li> <li>Moving body to tag another player whilst they are evading (vice versa)</li> <li>Travelling and passing in different directions (whilst running)</li> <li>Working with others to tag players while both parties are moving</li> </ul>		<ul style="list-style-type: none"> <li>directions to pass, evade and 'tackle'</li> <li>Travelling and passing in different directions accurately (whilst moving)</li> <li>Showing understanding of rules to 'tackle' and work with team-mates to defend as a team</li> </ul>	
<b>Lacrosse</b>				<ul style="list-style-type: none"> <li>Catch and throw ball in lacrosse stick (static)</li> <li>Move and occupy spaces that are of consequence within game scenario</li> <li>Move body relatively with where a ball is travelling in order to receive it</li> </ul>		<ul style="list-style-type: none"> <li>Catch and throw ball in lacrosse stick (static and on the move)</li> <li>Effectively move to and from important spaces within game scenarios, purposefully</li> <li>Move body relatively with where a ball is travelling in order to receive it effectively</li> </ul>	
<b>Basketball</b>	<ul style="list-style-type: none"> <li>Moving freely whilst bouncing ball</li> <li>Basic passing (throwing) &amp; receiving (catching) with large ball</li> </ul>	<ul style="list-style-type: none"> <li>Moving freely around a specified area whilst bouncing ball</li> <li>Passing &amp; receiving when static, beginning to develop ability on the move</li> </ul>	<ul style="list-style-type: none"> <li>Moving freely around a specified area whilst bouncing ball under control</li> <li>Passing &amp; receiving when static and on the move</li> <li>Understanding directional &amp;</li> </ul>		<ul style="list-style-type: none"> <li>Moving freely around a specified area whilst bouncing ball under control, at different speeds</li> <li>Passing &amp; Receiving when static and on the move dependent on the situation</li> </ul>		<ul style="list-style-type: none"> <li>Moving freely around a specified area whilst bouncing ball under control, showing changes of speed and direction to evade or dispossess opponent</li> </ul>

			basic defensive principles (behind, ahead, forwards & backwards)		<ul style="list-style-type: none"> <li>• Beginning to move body relationally with other players when attacking and defending</li> <li>• Show changes of speed and direction to evade or dispossess opponent</li> </ul>		<ul style="list-style-type: none"> <li>• Passing &amp; Receiving when on the move for specific purposes</li> <li>• Beginning to move body relationally with other players when attacking and defending</li> <li>• Show tactical understanding of where to attack and defend</li> </ul>
<b>Ultimate Frisbee</b>					<ul style="list-style-type: none"> <li>• Catch and throw frisbee from short distance (static)</li> <li>• Move and occupy spaces that are of consequence within game scenario</li> <li>• Move body relatively with where frisbee is travelling in order to receive it</li> </ul>		<ul style="list-style-type: none"> <li>• Catch and throw frisbee from short distance (static and on the move)</li> <li>• Catch and throw frisbee from 5m+ (static)</li> <li>• Effectively move to and from important spaces within game scenarios, purposefully</li> <li>• Move body relatively with where the frisbee is travelling in order to receive it effectively</li> </ul>
<b>Tennis</b>	<ul style="list-style-type: none"> <li>• Using object to strike a ball (static &amp; moving ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Move body to strike ball (static &amp; moving ball)</li> <li>• Strike ball in specific direction</li> </ul>	<ul style="list-style-type: none"> <li>• Move body to strike a moving ball</li> <li>• Strike ball in specific direction with appropriate force</li> </ul>		<ul style="list-style-type: none"> <li>• Consistently strike a moving ball with racket</li> <li>• Move to strike a ball (multi-directional)</li> <li>• Strike ball in specific direction, with appropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Move to consistently strike a moving ball with a racket</li> <li>• Use positionality on court to move more easily towards the ball</li> <li>• Strike ball in specific</li> </ul>

					force, into a desired location.		direction, with appropriate force, into a desired location with purpose. <ul style="list-style-type: none"> <li>Use body to move to strike ball in multiple relational positions (static / self-fed &amp; moving / w/ partner) (overhead, forehand, backhand)</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>Run with arms and legs in coordination</li> <li>Run in straight and non-straight trails</li> <li>Take-off on 1 foot and both feet (jumping)</li> <li>Throw under and over arm</li> </ul>	<ul style="list-style-type: none"> <li>Maintain control of body when jogging or sprinting</li> <li>Use skipping as form of travel</li> <li>Know that you can jump for height and distance</li> <li>Show difference in throwing with to maintain technique</li> </ul>	<ul style="list-style-type: none"> <li>Begin to decide suitable speeds for specific distances</li> <li>Use understanding of body to jump higher or further</li> <li>Land safely after jumping after taking off with one foot and two feet</li> <li>Investigate ways to alter their throwing technique to achieve greater distance</li> </ul>	<ul style="list-style-type: none"> <li>Use arm driving to increase speed when running</li> <li>Carry out an effective sprint start</li> <li>Begin running and jumping over hurdles</li> <li>Execute standing long jump using arms and understanding of body to improve</li> <li>Perform push throw (shot-putt) and alter technique to satisfy safety and event protocols</li> <li>Become familiar with throwing a discuss, javelin and weighted balls</li> </ul>	<ul style="list-style-type: none"> <li>Perform a relay</li> <li>Carry out an effective sprint finish</li> <li>Speed up and slow down smoothly, using body to alter</li> <li>Perform sequenced jumps (hop, step and jump)</li> <li>Use correct technique to throw a discuss, javelin and shot putt</li> </ul>	<ul style="list-style-type: none"> <li>Identify and demonstrate stamina</li> <li>Effectively maintain and showcase speed and stamina dependent on the distance</li> <li>Discuss and demonstrate take-off and flight for jumping vertically and for distance</li> <li>Throw with progressively greater distance across a period of time</li> </ul>	<ul style="list-style-type: none"> <li>Work as a team to perform a relay</li> <li>Build-up speed during a sprint and maintain</li> <li>Run with fluency over hurdles, focus on lead leg</li> <li>Perform powerful, heave throws to gain distance</li> <li>Measure and lead jumping and throwing activities to improve over a period of time</li> <li>Support others in improving their performance (running, jumping and throwing)</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>Throw a ball towards a specified target (underarm)</li> </ul>			<ul style="list-style-type: none"> <li>Throw a ball towards a specified target with vague</li> </ul>		<ul style="list-style-type: none"> <li>Throw a ball towards a specified target with some</li> </ul>	

	<ul style="list-style-type: none"> <li>• Catch a ball coming towards them</li> <li>• Strike a moving ball</li> </ul>			<p>accuracy (over and underarm)</p> <ul style="list-style-type: none"> <li>• Move body to catch / field ball</li> <li>• Alter hand positions to assist in catching</li> <li>• Strike a moving ball in a deliberate direction</li> </ul>		<p>accuracy (over and underarm)</p> <ul style="list-style-type: none"> <li>• Move body to catch / field ball, using body to assist</li> <li>• Alter hand positions to assist in catching to increase effectiveness</li> <li>• Strike a moving ball in a deliberate direction with purposeful force</li> <li>• Strike ball in the air or on the ground deliberately, using body to alter</li> </ul>	
<p><b>Rounders</b></p>	<ul style="list-style-type: none"> <li>• Throw a ball towards a specified target (underarm)</li> <li>• Catch a ball coming towards them</li> <li>• Strike a moving ball (w/ a variety of 'bats')</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a ball towards a specified target (either over or underarm)</li> <li>• Catch a ball coming towards them</li> <li>• Move body to field ball</li> <li>• Strike a moving ball</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a ball towards a specified target (accurately with underarm and with some accuracy overarm)</li> <li>• Move body to attempt to catch a ball</li> <li>• Move body to field ball on ground</li> <li>• Strike a moving ball in a deliberate direction</li> </ul>		<ul style="list-style-type: none"> <li>• Throw a ball towards a specified target (accurately overarm)</li> <li>• Move body to attempt to catch and/or stop a ball</li> <li>• Move body to field ball on ground cleanly</li> <li>• Strike a moving ball in a deliberate direction with power</li> </ul>		<ul style="list-style-type: none"> <li>• Throw a ball towards a specified target (overarm) with varying power</li> <li>• Move body to catch and/or stop a ball (ground and aerial)</li> <li>• Strike a moving ball in a deliberate direction with power with cricket or rounders bat</li> </ul>

## Fundamental Movement

- Move feet to attempt to change direction
- Gallop, skip and hop in a single direction
- Balance on one-leg for a short time
- Basic sending & receiving with large ball on the floor (rolling)
- Manipulate a ball on the floor in a desired way whilst remaining balanced

- To remain balanced whilst moving in a seated position
- To jump in a controlled fashion in different directions
- To jump and land solidly, with two feet on the ground
- Send and receive balls of varying sizes on the floor (rolling)
- To react accurately to a large ball coming towards them

- Perform balances whilst moving slowly (walking) in a single direction (e.g., knees up, hold, down)
- Balance on top of low pieces of apparatus with two feet for a short time
- Combine multiple balances consecutively
- Chase a large, bouncing ball
- Maintain control (with hands and/or feet) of a large ball whilst moving at a walking pace

- Move in multiple directions, whilst remaining balanced, at different speeds
- Hop, skip, gallop and jump in multiple directions
- Balance on one-leg on demand for a designated period of time
- Keep a large, light ball in the air, using appropriate body parts
- Strike and send a rolling ball with hands or feet at an appropriate pace to another person, using one or two balls simultaneously
- Attempt to use deception to send a ball in an unexpected direction

- To jump and land in a combination, travelling in a particular direction
- Vary the type and height of a jump and maintain balance on landing
- Catch a large ball that is dropped approximately a metre above them before it hits the ground
- Move body appropriately to a bouncing ball swiftly after ball is struck / sent
- Maintain balance whilst striking a ball with hand in front hold position

- To send and receive a ball in the air and then move immediately afterwards
- Send and receive in a crowded space
- Maintain balance whilst striking a ball with hand or foot in reverse hold position
- Use deception to send a ball in a way that an opponent is not expecting
- Use multiple balls to send and receive in quick succession
- Work with others to juggle a ball, using a variety of body parts
- Move body appropriately to chase a ball (moving a multi-directional fashion)

- Consistently catch balls that are dropped approximately a metre above them before touching the ground
- Move body appropriately to maintain control of a ball, using a variety of body parts, whilst the ball is on the floor or in the air
- Individually juggle / strike a light ball and ensure it does not hit the ground for a set period of time
- Maintain control of multiple balls at once, using a variety of body parts
- Strike a moving, light ball in a particular direction
- Work with others to manipulate a ball for a purpose (e.g., hitting it a specific direction)
- Consistently maintain balance when striking a ball in a particular direction

<p style="text-align: center;"><b>Gymnastics</b> (see <a href="#">Gymnastics</a> for examples of movements and key vocabulary)</p>	<ul style="list-style-type: none"> <li>• Stand, lie and sit in straight and tuck positions on apparatus</li> <li>• Perform basic front support holds</li> <li>• Sit in pike and straddle positions</li> <li>• Jump and land in a straight, star and tuck position from the floor.</li> <li>• Perform a cat leap, jete, hop (with 90 degree leg) and scissor jump in isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Use apparatus to support or hold whilst performing balances (such as front and back support or one foot on apparatus)</li> <li>• Perform balances in isolation in pike, straddle and hand-lever positions</li> <li>• Perform a pencil roll, rock and roll, circle roll and dish and arch roll in isolation</li> <li>• Rotate on the floor (on bottom and feet) whilst maintaining balance</li> <li>• Perform a pivoting movement using a variety of different body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Perform more than one individual body balance consecutively on the floor in star, tuck, straight, support, straddle, arch and pike positions</li> <li>• Maintain balance with a specific number of a points or patches on the floor</li> <li>• Perform one foot balances, whilst using other body parts in another performative way</li> <li>• Perform two-footed jumps and flights whilst holding apparatus in hand (possible moving it rhythmically. E.g., ribbon or skipping rope)</li> </ul>	<ul style="list-style-type: none"> <li>• Travel in multiple directions in a variety of ways</li> <li>• Use multiple parts of body to travel across a space, following another's instructions / lead</li> <li>• Jump and land in a straight, star and tuck position from a bench, onto the floor</li> <li>• Hop, hurdle and leap on the floor and on a bench</li> <li>• Perform a cat leap, jete, hop (with 90 degree leg) and scissor jump whilst travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perform one foot balances, consecutively in variety of positions.</li> <li>• Perform partner balances, using a variety of body parts and number of partners, in isolation, safely</li> <li>• Travel using a specific movement across, over, under or on a large piece of apparatus, safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform rotations with a variety of equipment (including balls, hoops and ropes) and with an attempted travel</li> <li>• Using a skipping rope, skip consistently on one and two feet for a short period of time in one place</li> <li>• With a partner, travel across the floor in a variety of ways, using different body parts and staying in contact / connected with their partner</li> <li>• With a partner, perform synchronised flighted (jumping movements)</li> <li>• With a partner, assist the other in performing a flighted movement safely</li> <li>• Reflect on individual performances and identify areas of strength and weakness</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a sequence of balances using low apparatus</li> <li>• Perform a sequence of balances on the floor into a travelling movement onto, over, under or off a low piece of apparatus</li> <li>• Travel up, onto, over or off of a large piece of apparatus</li> <li>• Descend from large piece of apparatus using a specific flight movement (e.g., a tuck or cabriole) safely</li> <li>• Perform a flighted movement in sequence with other previous learned gymnastic movements whilst on large apparatus</li> <li>• Critique others' gymnastic performances and suggest where individuals might improve</li> </ul>
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## Dance

- Follow instructions to copy shapes individually.
- Stay vaguely in time to music whilst moving
- Use partners to create more complex shapes
- Travel between two movements

- Follow instructions to copy shapes in pairs and small groups
- Move in time to the music
- Change moves to match different music
- Create shapes individually and in pairs
- Travel between multiple movements
- Begin to link movements together with flow

- Perform multiple movements in unison
- Find and keep a slow and basic rhythm
- Create shapes and movements that are in keeping with a music's tone
- Include more dynamic travels between shapes and positions including jumps
- Create dynamic flow between movements

- Create exact and repeatable movements at different levels individually and in pairs / small groups
- Travel dynamically between shapes and movements in a variety of ways within a choreographed piece
- Rotate whilst travelling and creating shapes individually and in pairs / small groups
- Adapt movements and shapes to the tempo and rhythm of a piece of music

- Travel dynamically between shapes and movements on the floor, in the air and in a variety of directions individually and in pairs / small groups
- Rotate different parts of the body in unison with a partner or small groups to match the rhythm and tempo of the music
- Create supports and holds that involve a partner to lift each other off the ground momentarily and safely
- Lift a partner off the ground and hold a shape safely

- Create shapes and artistry with additional equipment such as ribbons and cloth
- Perform movements rhythmically with added equipment in groups
- Create combinations of shapes to complement and contrast musical phrases and melodies
- Create sequences of movements that involve 6 variations in unison, followed by independent moves contrasting them
- Reflect on individual performances and identify areas of strength and weakness

- Create contrasting shapes with other dancers using different body parts and points of contact with the floor.
- Create supports and lifts for partners at a variety of different levels
- Travel between shapes and movements on different planes and levels, using forward rotations, jumping and backward rotation
- Create a sequence of movements that involve a minimum of 6 variations, travels over different distances and pathways, in unison, independently and with a partner in a mixed dance piece.
- Critique others' dance performances and suggest where



## PE Medium-Term Outdoor Plan

Year Group	Autumn			Spring			Summer		
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
<b>EY</b> (Increased options for choice and to be tailored to the cohort)	<b>4 weeks - Netball:</b> 1. Passing then Moving 2. Passing Variation + Movement 3. Receiving & Intercepting 4. Skill Review	<b>4 weeks – Tennis:</b> 1. Hand-eye co-ordination (no rackets) 2. Using rackets 3. Ball-striking (self-feeding) 4. Skill Review	<b>4 Weeks – Football:</b> 1. Moving w/ the ball 2. Dribbling & Passing 3. Shooting & Goal Keeping 4. Skill Review	<b>4 weeks – Basketball:</b> 1. Bouncing & Catching 2. Dribbling & Passing 3. Passing variations 4. Skill Review	<b>4 Weeks – Tag Rugby:</b> 1. Moving w/ the ball & Handovers 2. Moving w/ the ball & Passing 3. Tagging 4. Skill Review	<b>4 weeks - Hockey (Uni-Hock):</b> 1. Holding stick & Moving the ball 2. Dribbling 3. Passing / shooting 4. Skill Review	<b>4 weeks – Cricket:</b> 1. Throwing & Catching / Bowling 2. Bowling / Batting 3. Batting / Fielding 4. Skill Review	<b>4 weeks – Athletics:</b> 1. Running 2. Jumping 3. Throwing 4. Skill Review	<b>4 weeks – Rounders:</b> 1. Throwing & Catching 2. Batting / Striking 3. Throwing / Batting 4. Skill Review
<b>Y1</b>	<b>7 weeks – Football:</b> 1. Moving w/ the ball at feet 2. Dribbling in area 3. Passing (static) 4. Passing & Moving (static & mobile) 5. Shooting & Goal Keeping 6. Small-sided games 7. Skill Review	<b>7 weeks – Netball:</b> 1. Passing then Moving 2. Passing & Receiving on the move 3. Passing Variation 4. Receiving & Intercepting 5. End-ball games 6. Skills in game context 7. Skill Review	<b>6 Weeks – Tag Rugby:</b> 1. Moving w/ the ball & Passing backwards 2. Moving w/ the ball & Passing backwards (for purpose) 3. Defending – Tagging 4. Defending – Tagging as a team 5. Skills in game context 6. Skill review	<b>6 weeks – Basketball:</b> 1. Bouncing & Moving 2. Dribbling (multi-directional) 3. Passing & Receiving 4. Passing Variations 5. Skills in game context 6. Skill review	<b>4 weeks – Tennis:</b> 1. Hand-eye co-ordination (no rackets) 2. Using rackets to strike balls (self-feed) 3. Ball-striking (for directional purpose) (w/ partner) 4. Skill Review	<b>4 weeks – Athletics:</b> 1. Running (maintaining technique) 2. Skipping & Jumping (vertically and for distance) 3. Throwing 4. Skill Review	<b>4 weeks – Rounders:</b> 1. Throwing & Catching (fielding) 2. Batting / Striking 3. Throwing / Batting 4. Skill Review		
<b>Y2</b>	<b>7 weeks – Netball:</b> 1. Passing then Moving 2. Passing Variation & Receiving on the move 3. Passing Variation & Receiving on the move (game context) 4. Receiving & Intercepting 5. Defending spaces	<b>7 weeks – Football:</b> 1. Dribbling w/ the ball at feet in specific area 2. Passing & Receiving 3. Receiving on the move and to move 4. Passing & Moving (game context) 5. Defending spaces 6. Shooting & Goal Keeping	<b>6 weeks – Basketball:</b> 1. Bouncing & Moving 2. Competitive Dribbling (multi-directional) 3. Passing & Receiving (to attack) 4. Passing Variations (game context) 5. Shooting games 6. Skill review	<b>6 Weeks – Tag Rugby:</b> 1. Moving w/ the ball & Passing backwards (varying distances) 2. Moving w/ the ball & Passing backwards (to go forwards) 3. Moving body for a specific purpose (Attack / Defend)	<b>4 weeks – Rounders:</b> 1. Throwing & Catching (fielding) 2. Batting / Striking (partner fed) 3. Throwing / Batting	<b>4 weeks – Athletics:</b> 1. Running (tactics, technique and races) 2. Jumping (vertically and for distance) 3. Throwing	<b>4 weeks – Tennis:</b> 1. Hand-eye co-ordination (using hands) 2. Using rackets to strike balls w/ partner 3. Ball-striking over		

	6. Skills in game context 7. Skill Review	7. Skill Review		4. Defending – Tagging as a team (using lines) 5. Skills in game context 6. Skill review	(game context) 4. Skill Review	4. Skill Review	net (game context) 4. Skill Review
<b>Y3</b>	<b>7 Weeks – Tag Rugby:</b> 1. Moving with ball to get past opponent. 2. Moving w/ the ball & Passing backwards to go forwards. 3. Defending – moving body to tag / Attack – moving body to evade 4. Defending as a team (in lines) 5. Small-sided games 6. Skills in game context 7. Skill review	<b>7 weeks – Netball:</b> 1. Passing Variations then Moving 2. Passing Variation & Receiving on the move 3. Receiving & Intercepting 4. Attacking and Defending in positions 5. Defending spaces 6. Skills in game context 7. Skill Review	<b>6 weeks - Hockey (Uni-Hock):</b> 1. Holding stick & Moving the ball 2. Moving body, stick and the ball 3. Dribbling in specified area 4. Passing & Receiving 5. Defending spaces (netball hockey) 6. Skill Review	<b>6 weeks – Lacrosse:</b> 1. Throwing and catching (no sticks) 2. Throwing and catching games (similar to lacrosse) (no sticks) 3. Basic sending and receiving (w/ sticks) 4. Sending and receiving games (w/ sticks) 5. Skills in game context 6. Skill Review	<b>7 weeks – Athletics:</b> 1. Running (technique) 2. Running (sprinting) 3. Running over hurdles 4. Jumping (vertically and for distance) 5. Throwing (discuss & shot putt) 6. Throwing (javelin & measurements) 7. Skill Review	<b>7 weeks – Cricket:</b> 1. Throwing and catching (fielding) 2. Bowling & Throwing to target 3. Batting - technical focus 4. Batting – striking games 5. Quick cricket games (batting focus) 6. Skills in game context 7. Skill Review	
<b>Y4</b>	<b>7 weeks – Football:</b> 1. Dribbling w/ the ball at feet in specific area (multi-directional) 2. Passing & Receiving 3. Receiving on the move and to move 4. Defending players 5. Defending spaces 6. Shooting & Goal Keeping 7. Skill Review	<b>7 weeks – Tennis:</b> 1. Hand-eye co-ordination practice w/ rackets 2. Striking a moving ball (forehand & backhand) 3. Rallying games (over net) 4. Serving (overhead striking) 5. Mini-Tennis games 6. Skills in game context 7. Skill Review	<b>6 weeks – Ultimate Frisbee:</b> 1. Throwing and catching (ball) 2. Throwing and catching games (similar to Ultimate Frisbee w/ ball) 3. Basic sending and receiving (w/ frisbee) 4. Sending and receiving games (w/ frisbee) 5. Skills in game context 6. Skill Review	<b>6 weeks – Basketball:</b> 1. Dribbling & Moving on Court (multi-directional) 2. Passing & Receiving (to attack spaces) 3. Passing Variations (game context) 4. Shooting games 5. Small-sided games 6. Skill review	<b>7 weeks – Athletics:</b> 1. Running (technique & races) 2. Running (relays) 3. Running over hurdles & Skipping 4. Jumping (vertically and for distance) 5. Throwing (discuss & shot putt) 6. Throwing (javelin & measurements) 7. Skill Review	<b>7 weeks – Rounders:</b> 1. Throwing & Catching (games) 2. Fielding (w/ some batting) Games 3. Batting / Striking (partner fed) 4. Batting / Striking Games 5. Skills in game context (fielding focus) 6. Skills in game context (batting focus) 7. Skill Review	
<b>Y5</b>	<b>7 weeks – Netball:</b> 1. Passing Variations then Moving (game context) 2. Passing Variation & Receiving on the move (pivot) 3. Receiving & Intercepting	<b>7 Weeks – Touch Rugby:</b> 1. Moving with ball to get past opponent (speed & agility). 2. Moving w/ the ball & Passing backwards to go forwards past defenders.	<b>6 weeks – Lacrosse:</b> 1. Throwing and catching games (no sticks) 2. Basic sending and receiving (w/ sticks) 3. Sending and receiving games (w/ sticks)	<b>6 weeks - Hockey (Field):</b> 1. Holding stick & Moving the ball (single side) 2. Moving body, stick and the ball (competitive) 3. Dribbling in specified area (game context) 4. Passing & Receiving (game context)	<b>7 weeks – Athletics:</b> 1. Running (longer distance - stamina) 2. Running (relays) 3. Running over hurdles & Sprints 4. Jumping (vertically and for distance) 5. Throwing (discuss & shot putt)	<b>7 weeks – Cricket:</b> 1. Throwing to target and catching scenarios (fielding) 2. Bowling - technical 3. Batting - technical focus 4. Batting – striking with purpose (ground / aerial)	

	<p>4. Attacking and Defending in positions (understanding positions)</p> <p>5. Defending spaces (game context)</p> <p>6. Skills in game context</p> <p>7. Skill Review</p>	<p>3. Defending – ruling the rules (engage &amp; drop-off)</p> <p>4. Defending as a team (in lines) / Attacking as a team (staying close)</p> <p>5. Small-sided games</p> <p>6. Skills in game context</p> <p>7. Skill review</p>	<p>4. Sending and receiving games (tactical focus) (w/ sticks)</p> <p>5. Skills in game context</p> <p>6. Skill Review</p>	<p>5. Attacking / Defending spaces (netball hockey)</p> <p>6. Skill Review</p>	<p>6. Throwing (javelin &amp; throwing measurements)</p> <p>7. Skill Review</p>	<p>5. Quick cricket games (batting focus)</p> <p>6. Game</p> <p>7. Skill Review</p>
Y6	<p><b>7 weeks – Tennis:</b></p> <p>1. Hand-eye co-ordination practice w/ rackets (</p> <p>2. Rallying games (over net) w/ partners</p> <p>3. Striking ball overhead</p> <p>4. Forehand and Backhand</p> <p>5. Striking Ball (game context)</p> <p>6. Striking Ball (tactical, game context)</p> <p>7. Skill Review</p>	<p><b>7 weeks – Football:</b></p> <p>1. Dribbling w/ the ball at feet in specific area (multi-directional)</p> <p>2. Passing &amp; Receiving towards goal</p> <p>3. Receiving on the move and to move (game context)</p> <p>4. Defending players (game context)</p> <p>5. Defending spaces (game context)</p> <p>6. Shooting &amp; Goal Keeping</p> <p>7. Skill Review</p>	<p><b>6 weeks – Basketball:</b></p> <p>1. Competitive Dribbling</p> <p>2. Passing &amp; Receiving games</p> <p>3. Shooting – small-sided games</p> <p>4. Small-sided games (defensive tactics)</p> <p>5. Small-sided games (attacking tactics)</p> <p>6. Skill review</p>	<p><b>6 weeks – Ultimate Frisbee:</b></p> <p>1. Throwing and catching games (w/ ball)</p> <p>2. Basic sending and receiving (w/ frisbee)</p> <p>3. Sending and receiving games (w/ frisbee)</p> <p>4. Sending and receiving games (tactical focus) (w/ frisbee)</p> <p>5. Skills in game context</p> <p>6. Skill Review</p>	<p><b>7 weeks – Athletics:</b></p> <p>1. Running</p> <p>2. Jumping</p> <p>3. Throwing</p> <p>4. Measuring &amp; Tracking Progress 1</p> <p>5. Measuring &amp; Tracking Progress 2</p> <p>6. Measuring &amp; Tracking Progress 3</p> <p>7. Skill Review</p>	<p><b>7 weeks – Rounders:</b></p> <p>1. Fielding (w/ some batting) Games</p> <p>2. Batting / Striking (partner fed)</p> <p>3. Games</p> <p>4. Games</p> <p>5. Games</p> <p>6. Games</p> <p>7. Skill Review</p>

## PE Medium-Term Indoor Plan

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EY</b>	<p><b>7 weeks → Fundamental Movement – Exploring Footwork</b></p> <ol style="list-style-type: none"> <li>1. Exploring multi-directional movement</li> <li>2. Exploring different movements (gallop and skip)</li> <li>3. Standard movement transition to one-leg balance</li> <li>4. Run, skip, gallop transition to one-leg balance</li> <li>5. One-legged movements (hopping)</li> <li>6. One-legged movement transition to one-leg balance</li> <li>7. Skill review</li> </ol> <p><a href="#">Exploring Footwork</a> – lesson plan support</p>	<p><b>7 weeks → Gymnastics – Introducing Balances (using low apparatus)</b></p> <ol style="list-style-type: none"> <li>1. Using the benches and low tables safely</li> <li>2. Standing &amp; lying on apparatus</li> <li>3. Tuck &amp; pike sitting holds on apparatus</li> <li>4. Standing balances on apparatus</li> <li>5. Introduce straddle balance on apparatus</li> <li>6. Use apparatus for front support holds</li> <li>7. Skill Review</li> </ol> <p><a href="#">EY</a> – pictures of Movements</p>	<p><b>6 weeks → Dance – Following Basic Steps</b></p> <ol style="list-style-type: none"> <li>1. Introducing movement to music</li> <li>2. Moving in time to music</li> <li>3. Copy shapes</li> <li>4. Copy multiple shapes</li> <li>5. Make shapes with partners</li> <li>6. Travelling between shapes + skill review</li> </ol> <p><a href="#">EY</a> – lesson plan support</p>	<p><b>6 weeks → Fundamental Movement – Exploring Ball Skills</b></p> <ol style="list-style-type: none"> <li>1. Introducing sending and receiving (rolling)</li> <li>2. Accurate sending technical breakdown (sitting)</li> <li>3. Receiving to send ball (basic manipulation)</li> <li>4. Ball control (on the floor w/ hands)</li> <li>5. Ball control (in the air w/ hands)</li> <li>6. Skill review</li> </ol>	<p><b>7 weeks → Gymnastics – Introducing Travelling &amp; Flight</b></p> <ol style="list-style-type: none"> <li>1. Introduce travelling and flight (moving to jumping)</li> <li>2. Technical breakdown of straight, tuck and star jumps</li> <li>3. Introduce technical jumps: cat leap and jete</li> <li>4. Single leg jumping</li> <li>5. Single leg jump w/ leg movements</li> <li>6. Travelling into technical jumps (cat leap, jete, hop &amp; scissor)</li> <li>7. Skill Review</li> </ol> <p><a href="#">EY</a> – pictures of Movements</p>	<p><b>7 weeks → Dance – Musical Circles</b></p> <ol style="list-style-type: none"> <li>1. Move to music (explore)</li> <li>2. Move to music (with purpose)</li> <li>3. Move in time to music (clapping and stomping)</li> <li>4. Create circle shapes to music</li> <li>5. Create circle shapes with a partner</li> <li>6. Perform circle shapes and moves to class (Skill Review)</li> </ol>
<b>Y1</b>	<p><b>7 weeks → Dance – Following Basic Choreography</b></p> <ol style="list-style-type: none"> <li>1. Recapping movement to music</li> <li>2. Moving in time to music</li> <li>3. Creating shapes individually and in pairs to music</li> <li>4. Travelling between shapes in pairs</li> <li>5. Introducing choreography</li> <li>6. Remembering choreography</li> </ol>	<p><b>7 weeks → Fundamental Movement – Jumping &amp; Landing</b></p> <ol style="list-style-type: none"> <li>1. Seated balances and quick stands</li> <li>2. Seated balances transition to jumping movements</li> <li>3. Introducing jumping and landing safely</li> <li>4. Bunny Hops &amp; Multi-directional jumping</li> <li>5. Broad Jump Relays</li> <li>6. Rocket Ship Games</li> <li>7. Skill Review</li> </ol>	<p><b>6 weeks → Gymnastics – Travelling (using apparatus)</b></p> <ol style="list-style-type: none"> <li>1. Introducing apparatus for safe use</li> <li>2. Exploring support holds on apparatus</li> <li>3. Introduce pike, straddle and hand-lever balances (floor)</li> <li>4. Balances on apparatus</li> <li>5. Supports and balances on apparatus</li> </ol>	<p><b>6 weeks → Dance - Solo Artistry</b></p> <ol style="list-style-type: none"> <li>1. Movement to music (with purpose)</li> <li>2. Creating shapes which flow</li> <li>3. Create shapes with flow in pairs</li> <li>4. Travelling shapes in pairs (with props)</li> <li>5. Remembering shapes that flow (choreography)</li> <li>6. Skill Review (performance)</li> </ol>	<p><b>7 weeks → Fundamental Movement – Sending &amp; Receiving Skills</b></p> <ol style="list-style-type: none"> <li>1. Introduce sending and receiving (rolling) with a variety of balls</li> <li>2. Sending and receiving in isolation</li> <li>3. Sending &amp; receiving games 1</li> <li>4. Sending &amp; receiving games 2</li> <li>5. Checking reactions to large balls</li> </ol>	<p><b>7 weeks → Gymnastics – Basic Rotations (Floor)</b></p> <ol style="list-style-type: none"> <li>1. Introduce rotational movement on the floor safely</li> <li>2. Introduce pencil, rock &amp;, dish/arch rolls in isolation</li> <li>3. Rotation Exploration (whilst maintaining balance) on floor</li> <li>4. Exploring pivoting</li> <li>5. Exploring rotations in sequence (rotation to pivot, vice versa)</li> </ol>

	7. Skill Review <a href="#">Y1</a> – lesson plan support	<a href="#">Jumping &amp; Landing</a> – lesson plan support	6. Skill Review <a href="#">Y1</a> – pictures of movements		6. Reactions games (variety of balls + drops & throws) 7. Skill Review <a href="#">Sending &amp; Receiving</a> – lesson plan support	6. Multiple rotations in sequence on floor 7. Skill Review <a href="#">Y1</a> – pictures of movements
<b>Y2</b>	<b>7 weeks → Gymnastics – Sticky Body Balances</b> 1. Introduce floor balances safely 2. Explore floor balances in star, tuck, straight 3. Explore floor balances in straddle, dish, arch and pike 4. Introduce points and patches 5. Explore balances and specific points & patches 6. Perform balances with creative use of limbs 7. Skill Review <a href="#">Y2</a> – pictures of movements	<b>7 weeks → Dance – Partner Shapes</b> 1. Recapping movement to music 2. Exploring rhythm and rhythmic movements 3. Creating shapes in pairs and small groups 4. Changing shapes for changing music 5. Travelling between shapes and movements 6. Changing travel for changing music 7. Skill Review <a href="#">Y2</a> – lesson plan support	<b>6 weeks → Fundamental Movement – Balance Combinations</b> 1. Recapping balances during movement 2. Exploring movement into balance and back into movement 3. Balance Relays 4. Exploring combining balances consecutively 5. Balancing on low apparatus with small travelling 6. Skill review	<b>6 weeks → Gymnastics – Flight (w/ hand-held apparatus)</b> 1. Introduce skipping individually 2. Explore skipping individually 3. Skipping Variations (initial skill review) 4. Rhythmic skipping & skipping in groups (double dutch) 5. Exploring rhythmic ribbon work 6. Skill review (ribbon jumping) <a href="#">Y2</a> – pictures of movements	<b>7 weeks → Dance – Creating Artistry</b>  1. Recap movement to music (in time and with purpose) 2. Creating shapes which flow (high, low) 3. Create shapes with flow in pairs (high, low transition) 4. Travelling shapes in pairs (with flow) 5. Focus on transitions and flow (choreography) 6. Skill Review (performance)	<b>7 weeks → Fundamental Movement – Ball Chasing &amp; Control</b> 1. Basic large ball chasing 2. Ball chasing racing 3. Ball chasing control games 4. Initial skill review 5. Juggling large, inflatable balls 6. Basic dribbling at walking pace (hands and feet) 7. Skills review <a href="#">Ball Chasing &amp; Control</a> – lesson plan support
<b>Y3</b>	<b>7 weeks → Fundamental Movement – Matching Pairs</b> 1. Introducing the biometrics of multi-directional movement 2. Exploring multi-directional movement 3. Exploring hopping, skipping and galloping in multiple directions 4. Agility Focused cone matching 5. Cone matching races	<b>6 weeks → Gymnastics – Mapping Pathways (Travelling)</b> 1. Introduce travelling across spaces safely, using multiple body parts (patches and points) 2. Explore travelling (support focus) 3. Copy / use instructions for travel 4. Travelling across low apparatus safely 5. Following others' instructions / lead to	<b>6 weeks → Dance – Partnered Rhythmic Rotations</b> 1. Recapping moving in time to music 2. Introduce rhythmic rotational movements 3. Exploring dynamic travelling and rotations in pairs 4. Recap following basic choreography 5. Adapt choreography to different music (rotation and travel focus)	<b>6 weeks → Fundamental Movement – Rolling Sending &amp; Receiving</b> 1. Explore Juggling w/ large inflatable balls 2. Introduce sending and receiving with hand strikes 3. Explore multiple balls being sent and received with hands and feet 4. Explore deception when sending 5. Gameplay. /skill application focus	<b>7 weeks → Gymnastics – Flight (using apparatus)</b> 1. Recap technical flight (jumping) on floor 2. Recap flight from low apparatus (safety focus) 3. Explore flight to and from low apparatus 4. Recap travelling into technical flights (on floor) 5. Introduce travelling into technical flights	<b>7 weeks → Dance – Grouped Creations</b> 1. Recapping movement to music in pairs and groups 2. Exploring rhythm and rhythmic movements in time with others 3. Creating shapes with flow in pairs and small groups 4. Changing shapes in groups (focus on transitions)

	<p>6. Stop-start balance combined with cone matching games</p> <p>7. Skill Review</p> <p><a href="#">Matching Pairs</a> – lesson plan support</p>	<p>travel safely on low apparatus</p> <p>6. Skill Review</p> <p><a href="#">Y3</a> – pictures of movements</p>	<p>6. Skill review (final choreographed performance)</p> <p><a href="#">Y3</a> – lesson plan support</p>	<p>6. Skill review</p>	<p>on low apparatus (cat leap, jete and scissor).</p> <p>6. Explore travelling into technical flights on low apparatus</p> <p>7. Skill Review</p> <p><a href="#">Y3</a> – pictures of movements</p>	<p>5. Travelling between shapes and movements together, in flow</p> <p>6. Choreography – remembering changing shapes with transitions</p> <p>7. Skill Review</p>
<b>Y4</b>	<p><b>7 weeks → Dance – Partnered Shapes</b></p> <p>1. Recap travelling rhythmically to music</p> <p>2. Recap keeping and moving to a rhythm + creating shapes</p> <p>3. Create partnered movements and rotations (memorising choreography)</p> <p>4. Review choreography and dynamically travel between shapes and rotational movements</p> <p>5. Introduce supporting holds</p> <p>6. Explore supporting holds</p> <p>7. Skill Review</p> <p><a href="#">Y4</a> – lesson plan support</p>	<p><b>7 weeks → Fundamental Movement – Jumping Combination</b></p> <p>1. Recap multi-directional jumping and landing</p> <p>2. Explore consecutive jumping and landing (varying points and starting positions)</p> <p>3. Explosive jumping (exploring power, height and distance)</p> <p>4. Competitive explosive jumping</p> <p>5. Explore consecutive explosive jumping</p> <p>6. Competitive consecutive explosive jumping</p> <p>7. Skill Review</p> <p><a href="#">Jumping Combinations</a> – lesson plan support</p>	<p><b>6 weeks → Gymnastics – Partner Balances &amp; Rotations</b></p> <p>1. Recap single leg balances on floor</p> <p>2. Recap single leg balances on low apparatus</p> <p>3. Explore consecutive individual balances on floor using a variety of body parts, points and patches</p> <p>4. Introduce partner balances (safety focus)</p> <p>5. Explore partner balances</p> <p>6. Skill review</p> <p><a href="#">Y4</a> – pictures of movements</p>	<p><b>6 weeks → Dance – Lift to the Skies</b></p> <p>1. Recapping keeping rhythm and moving rhythmically whilst creating held shapes.</p> <p>2. Explore individual shapes created mid-jump / in the air (with rhythm)</p> <p>3. Create individual pieces with consecutive mid-air shapes and ground holds</p> <p>4. Explore safe partnered holds and lifts to music</p> <p>5. Partnered choreographing of piece with safe lifts</p> <p>6. Skill review – performance and analysis</p>	<p><b>7 weeks → Fundamental Movement – Ball Reactions</b></p> <p>1. Introduce fast reaction ball games</p> <p>2. Explore reaction speed from different angles using a variety of balls</p> <p>3. Competitive reaction games (ball chasing focus)</p> <p>4. Introduce front support hockey (biometric focus)</p> <p>5. Front Support Hockey games</p> <p>6. Conditioned front support hockey games</p> <p>7 Skill Review</p> <p><a href="#">Ball Reactions</a> – lesson plan support</p>	<p><b>7 weeks → Gymnastics – Travelling (using apparatus)</b></p> <p>1. Recap technical travels on floor</p> <p>2. Initial skill review of technical travelling</p> <p>3. Introduce large apparatus safety</p> <p>4. Explore using large apparatus individually</p> <p>5. Technical travels on large apparatus</p> <p>6. Travel onto and off large apparatus safely</p> <p>7. Skill Review</p> <p><a href="#">Y4</a> – pictures of movements</p>
<b>Y5</b>	<p><b>7 weeks → Gymnastics – Rhythmic Rotational Movements (using hand apparatus)</b></p> <p>1. Recap individual skipping</p> <p>2. Explore individual skipping</p>	<p><b>7 weeks → Fundamental Movements – Ball Skills</b></p> <p>1. Recapping basic sending and receiving skills</p> <p>2. Explore sending and receiving skills (variety of balls)</p>	<p><b>6 weeks → Fundamental Movement – Competitive Footwork</b></p> <p>1. Recap multi-directional movement for purpose (cone match)</p>	<p><b>6 weeks → Gymnastics – Partnered Travel &amp; Flight (Floor)</b></p> <p>1. Introduce partnered technical travel (on floor)</p> <p>2. Explore partnered travel (in contact + in tandem)</p>	<p><b>7 weeks → Dance – Artistry Abstraction</b></p> <p>1. Recap creating shapes, movement and travelling rhythmically to music</p> <p>2. Introduce use of props / added equipment for performance purposes</p>	<p><b>7 weeks → Fundamental Movement – Sending &amp; Receiving Games</b></p> <p>1. Hand hockey 1</p> <p>2. Hand hockey 2</p> <p>3. End ball 1</p> <p>4. End ball 2</p> <p>5. Pickleball 1</p> <p>6. Pickleball 2</p> <p>7. Pickleball 3</p>

	<p>3. Recap group skipping (double dutch)</p> <p>4. Introduce using hand apparatus for rotation (hoops + ropes for body rotations)</p> <p>5. Explore variety of rotations using all equipment</p> <p>6. Competitive skipping</p> <p>7. Skill review</p> <p><a href="#">Y5</a> – pictures of movements</p>	<p>3. Competitive sending and receiving games 1</p> <p>4. Competitive sending and receiving games 2</p> <p>5. Explore deception when sending</p> <p>6. Sending and receiving game (striking and control focus – crab football)</p> <p>7. Skill review</p> <p><a href="#">Ball Skills</a> – lesson plan support</p>	<p>2. Competitive footwork (biometric focus) (races)</p> <p>3. Beanbag raid 1 (SAQ focus)</p> <p>4. Beanbag raid 2 (deception and gameplay tactics focus)</p> <p>5. Speed and quickness testing drills (ladders) progression</p> <p>6. Skill review + races</p>	<p>3. Explore synchronised flight movements</p> <p>4. Assess synchronised flight movements</p> <p>5. Combine partnered travel and flight</p> <p>6. Skill Review</p> <p><a href="#">Y5</a> – pictures of movements</p>	<p>3. Create choreography with equipment (combinations of shapes and movements focus)</p> <p>4. Grouped performances with feedback opportunities</p> <p>5. Choreography creation (sequenced movements, shapes and travels rhythmically with the music)</p> <p>6. Continue choreography</p> <p>7. Final performances (skill review)</p> <p><a href="#">Y5</a> – lesson plan support</p>	
<b>Y6</b>	<p><b>7 weeks → Fundamental Movement – Ball Manipulation</b></p> <p>1. Introducing ball control and individual manipulation</p> <p>2. Recap reaction to ball dropping</p> <p>3. Competitive ball dropping and manipulation (multi-ball and variety fo body parts in use)</p> <p>4. Recap ball juggling w/ a variety of balls</p> <p>5. Competitive ball manipulation 1</p> <p>6. Competitive ball manipulation 2</p> <p>7 Skill review</p> <p><a href="#">Ball Manipulation</a> – lesson plan support</p>	<p><b>7 weeks → Gymnastics – Sequenced Balances into Travel (low apparatus)</b></p> <p>1. Recap technical balances and use of low apparatus (safety focus)</p> <p>2. Explore single balances of low apparatus</p> <p>3. Consecutive balances on variety of floor and low apparatus</p> <p>4. Recap travelling onto and off low apparatus safely</p> <p>5. Explore combining travel and balance on floor and low apparatus</p>	<p><b>6 weeks → Dance – Musical Flying &amp; Leaning</b></p> <p>1. Recap creating shapes and rhythmically moving to music (focus on contrasting shapes in pairs)</p> <p>2. Introduce partnered supported holds and lifts</p> <p>3. Explore holds and lifts to music</p> <p>4. Combine travels and movements with partnered supports and lifts</p> <p>5. Choreograph sequences to music</p> <p>6a. Final performance (skill review) including holds/lifts + 6 variations of</p>	<p><b>6 weeks → Fundamental Movement – Seated Volleyball</b></p> <p>1. Recap individual ball juggling (ball striking to keep airborne)</p> <p>2. Competitive juggling (hands, feet + other body parts)</p> <p>3. Individual seated volleyball games (non-competitive; rallies + exploration)</p> <p>4. Competitive individual seated volleyball games</p> <p>5. Doubles / small-sided team seated volleyball games</p> <p>6. Skill review</p>	<p><b>7 weeks → Gymnastics – Sequenced Travel into Rotation (large apparatus)</b></p> <p>1. Reintroduce use of large apparatus (safety focus)</p> <p>2. Practice travelling onto and off of large apparatus safely</p> <p>3. Introduce technical flighted descent from large apparatus</p> <p>4. Combine technical travels onto large apparatus, into travel on equipment, into flighted descent</p> <p>5. Continue same combinations</p> <p>6. Partnered performance critique (focus on areas to</p>	<p><b>7 weeks → Independent Health &amp; Fitness Games</b></p> <p>Across the 7 weeks, using prior knowledge of health and fitness, built up across their time at school, children are to create their own games, sports and activities for other pupils.</p> <p>Focus each week changes to a key PE skill: personal, social, cognitive, creative, physical.</p> <p>First two weeks can be used to explore the concept and then launch into fully</p>

		<p>6. Travel into balances on low apparatus</p> <p>7. Skill review</p> <p><a href="#">Y6</a> – pictures of movements + lesson plan support</p>	<p>movements and travels.</p> <p>6b. Evaluate performances and give constructive criticism and feedback</p> <p><a href="#">Y6</a> – lesson plan support</p>		<p>improve before assessment)</p> <p>7. Skill review</p> <p><a href="#">Y6</a> – pictures of movements + lesson plan support</p>	<p>independent game creation.</p>
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