



Dewhurst St Mary 2022-2023 PE Long Term Plan



	Autumn		Spring		Summer	
YR	Fundamentals 1 All about Me	Dance 2	Introduction to PE 2	Gym 1	Balls Skills 1 Mini Beasts	Introduction to PE 1
	Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	Children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.
	<ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	<ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. 	<ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner. 	<ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together. 	<ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.
YR	Dance 1	Games 1	Fundamentals 2	Games 2	Ball Skills 2 Weather	Gym 2

<p>Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p>Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p>Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	<p>Children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<p>Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>
<ul style="list-style-type: none"> • To explore different body parts and how they move. • To explore different body parts and how they move and remember and repeat actions. • To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. • To copy and repeat actions showing confidence and imagination. • To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. To work with others to play team games. 	<ul style="list-style-type: none"> • To develop balancing. • To develop running and stopping. • To develop changing direction. • To develop jumping. • To develop hopping. • To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> • To develop accuracy when throwing and practise keeping score. • To follow instructions and move safely when play tagging games. • To learn to play against an opponent. • To play by the rules and develop coordination. • To explore striking a ball and keeping score. • To work co-operatively as a team. 	<ul style="list-style-type: none"> • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target. 	<ul style="list-style-type: none"> • To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. • To create short sequences linking actions together and including apparatus.

	Autumn		Spring		Summer	
1	Fundamentals	Fitness	Ball Skills	Gym	Target Games	Striking and Fielding
	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. 	<ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	<ul style="list-style-type: none"> To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. 	<ul style="list-style-type: none"> To develop underarm throwing and catching and put this into small, sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points.
1	Invasion	Yoga	Dance	Sending and Receiving	Athletics	Team Building
	Pupils develop the basic skills required in invasion games such as sending, receiving	Pupils learn about mindfulness and awareness. They begin to learn poses and	Pupils will explore travelling actions, movement skills and balancing. They	Pupils will develop their sending and receiving skills including throwing	Pupils will develop skills required in athletic activities such as running at	Pupils develop their communication and problem solving skills. They

	and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.
	<ul style="list-style-type: none"> To develop dribbling towards a goal and understand what being 'in possession' means. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending. 	<ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. 	<ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To use expression and create actions that relate to the story. To create my own actions for an animal. 	<ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games. 	<ul style="list-style-type: none"> To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. 	<ul style="list-style-type: none"> To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.

	Autumn		Spring		Summer	
2	Ball Skills	Yoga	Dance	Gym	Team Building	Striking and Fielding

	<p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>	<p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	<p>Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>
	<ul style="list-style-type: none"> To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	<ul style="list-style-type: none"> To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow. 	<ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group. 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map. 	<ul style="list-style-type: none"> To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure.
2	Athletics	Fitness	Target Games	Sending and Receiving	Net and Wall	Invasion
	<p>Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in</p>	<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and</p>	<p>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and</p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They</p>	<p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such</p>	<p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop</p>

	performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.	will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.
	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. 	<ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination. 	<ul style="list-style-type: none"> To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target. To develop hitting a moving target. To select an appropriate skill to play a game. 	<ul style="list-style-type: none"> To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket. 	<ul style="list-style-type: none"> To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. 	<ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.

3	Tennis	Gym	Dance	OAA	Swimming	Swimming
	Pupils develop the key skills required for tennis such as the ready position, racket control and	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups,	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to	Beginner swimmers	

	<p>hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p>Pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>	
	<ul style="list-style-type: none"> To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others. 	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. 	<ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. 	<ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. 	<ul style="list-style-type: none"> To develop confidence when entering and moving in the water. To safely enter and exit the pool. To develop confidence in the water. To develop confidence when travelling in the water. To begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back. To develop the kicking action on front. To develop the kicking action and introduce breathing. To develop the arm action of pulling. To develop the pulling arm action and begin to develop gliding on fronts. To develop the kicking on action on backs and gliding on backs. To consolidate skills learnt. To develop confidence and consistency in a range of skills. 	
3 Mon	Fundamentals	Dodgeball	Football	Hockey	Basketball	Athletics
	<p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven</p>	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and</p>	<p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve</p>

	<p>direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others' performances.</p>	<p>and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	<p>using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>
	<ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges 	<ul style="list-style-type: none"> To learn the rules of dodgeball and apply them to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament. 	<ul style="list-style-type: none"> To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<ul style="list-style-type: none"> To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. 	<ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.

4:	Swimming	Swimming	Yoga	Tag Rugby	Fitness	Cricket
	Developing swimmers		Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even	Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how

	Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.		connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	different components of fitness: speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
	<ul style="list-style-type: none"> To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. 		<ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. 	<ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. 	<ul style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.
4:	Athletics	Gym	Dance	Netball	Rounders	Tennis
	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that	pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways.	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a	Pupils will be encouraged to persevere when developing competencies in key skills and	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding,	Pupils develop the key skills required for tennis such as the ready position, racket control and

	involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.
	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. To understand how dynamics, space and relationships can be used to represent a state of matter. To order and structure phrases to create a dance performance. 	<ul style="list-style-type: none"> To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. 	<ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 	<ul style="list-style-type: none"> To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.

5	Football	Gym	Swimming	Swimming	Netball	Tennis
	Pupils will improve their defending and attacking play, developing	Pupils create longer sequences individually, with a partner and a	Intermediate swimmers		Pupils will develop defending and attacking play during even-sided 5-	Pupils develop their competencies in racket skills when playing Tennis.

	<p>further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents, and referee.</p>	<p>small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p>		<p>a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p>	<p>They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent..</p>
	<ul style="list-style-type: none">• To be able to dribble the ball under pressure.• To pass the ball accurately to help to maintain possession.• To use different turns to keep the ball away from defenders.• To develop defending skills to gain possession.• To develop goalkeeping skills to stop the opposition from scoring.• To be able to apply the rules and tactics you have learnt to play in a football tournament.	<ul style="list-style-type: none">• To be able to perform symmetrical and asymmetrical balances.• To develop the straight, forward, straddle and backward roll.• To be able to explore different methods of travelling, linking actions in both canon and synchronisation.• To be able to perform progressions of inverted movements.• To explore matching and mirroring using actions both on the floor and on apparatus.• To be able to create a partner sequence using apparatus.	<ul style="list-style-type: none">• To develop gliding, front crawl and backstroke.• To develop rotation, sculling and treading water.• To develop the front crawl stroke and breathing technique.• To develop the technique for backstroke arms and legs.• To develop breaststroke and breathing technique.• To develop basic skills of water safety and floating.• To develop the dolphin kick.• To learn techniques for personal survival.• To develop water safety skills and an understanding of personal survival.• To increase endurance in swim challenges.• To identify fastest strokes and personal bests.		<ul style="list-style-type: none">• To develop passing and moving.• To be able to use the attacking principle of creating and using space.• To be able to change direction and lose a defender.• To be able to defend ball side and know when to go for interceptions.• To develop the shooting action.• To use and apply skills and tactics to small sided games.	<ul style="list-style-type: none">• To develop returning the ball using a forehand groundstroke.• To develop returning the ball using a backhand groundstroke.• To work cooperatively with a partner to keep a continuous rally.• To develop the underarm serve and understand the rules of serving.• To develop the volley and understand when to use it.• To use a variety of strokes to outwit an opponent.
5	Handball	Dodgeball	Dance	Hockey	Cricket	Athletics
	Pupils will develop key skills of attacking and defending such as	Pupils will improve on key skills used in dodgeball such as	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think	Pupils will improve their defending and attacking skills	Pupils develop the range and quality of striking and fielding skills and	Pupils are set challenges for distance and time that involve

- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke

6:

Fitness

Gym

Dance

Yoga

OAA

Badminton

	<p>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	<p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>	<p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>
	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. 	<ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus. 	<ul style="list-style-type: none"> To copy and repeat a set dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to story using a prop to enhance the idea. To use choreographing devices to improve how the performance looks. 	<ul style="list-style-type: none"> To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create your own flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control. 	<ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. 	<ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop the backhand serve over a net. To develop rallying using an overhead forehand clear. To develop the forehand serve over a net. To learn how to score points and play in competitive games. To develop the backhand clear and apply this to game situations. To show respect, honesty and fair play when competing against an opponent.
6:	Tennis	Tag Rugby	Volley Ball	Basketball	Rounders	Athletics

	<p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</p>
	<ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. • To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent. 	<ul style="list-style-type: none"> • To develop attacking principles, understanding when to run and when to pass. • To be able to use the 'forward pass' and 'offside' rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<ul style="list-style-type: none"> • To develop the fast catch volley. • To be able to volley the ball using a set shot. • To develop the dig and understand when to use it. • To keep a continuous rally going over the net. • To develop the underarm serve and learn the rules of serving. • To apply the rules, skills and tactics learnt to play in a volleyball tournament. 	<ul style="list-style-type: none"> • To develop protective dribbling against an opponent. • To be able to move into space to support a teammate. • To choose when to pass and when to dribble. • To be able to track an opponent and use defensive techniques to win the ball. • To be able to perform a set shot and a jump shot. • To be able to apply the rules and tactics you have learnt to play in a basketball tournament. 	<ul style="list-style-type: none"> • To develop the bowling action and understand the role of the bowler. • To develop batting technique. • To make decisions about where and when to send the ball to stump a batter out. • To develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and understand when to use them. • To apply the rules and skills you have learnt to play in a rounders tournament. 	<ul style="list-style-type: none"> • To work collaboratively with a partner to set a steady pace. • To develop your own and others sprinting technique. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.