

# PE Curriculum: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>REAL FOUNDATIONS</b>					
<b>EYFS</b> Balanceability (Outspoken)	Fairy tale	Monkey / Christmas Performance	Space	Squirrel	Pirates	Seaside
	Movement Development	Dance	Me and Myself / Working with Others	Ball Skills	Athletics	Fun & Games
	<b>PERSONAL</b>	<b>SOCIAL</b>	<b>COGNITIVE</b>	<b>CREATIVE</b>	<b>PHYSICAL</b>	<b>HEALTH &amp; FITNESS</b>
Year 1	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	Fitness	Dance	Dodgeball	Gymnastics	OAA	Athletics
Year 2 Rugby coaching Scootability	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	Dance	Gymnastics	Target/Fielding Games*	Net/wall games	Invasion Games	Athletics
Year 3 Tennis coaching Scootability	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	Invasion Games*	Dance	Gymnastics	Outdoor & Adventurous Activities	Net/Wall Games	Athletics*
Year 4 Bikeability Swimming	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4/5 / Swimming	Swimming / Real PE Unit 4/5	Real PE Unit 6
	Invasion Games*	Dance	Gymnastics	Target/Fielding Games	Net/Wall Games*	Athletics
	<b>COGNITIVE</b>	<b>CREATIVE</b>	<b>SOCIAL</b>	<b>PHYSICAL</b>	<b>HEALTH &amp; FITNESS</b>	<b>PERSONAL</b>
Year 5 Rugby coaching Swimming	Real PE Unit 1	Real Leaders Training <i>(Lessons 1-5)</i>	Real Gym	Invasion Games	Real Leaders Training <i>(Lessons 6-10)</i>	Striking/Fielding Games
	Net/Wall Games*	Swimming / Gymnastics	Gymnastics / Swimming	Outdoor & Adventurous	Invasion Games	Athletics*
Year 6 Tennis coaching	Real PE Unit 1 extended	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	Invasion Games*	Gymnastics	Dance	Outdoor & Adventurous*	Net/Wall Games	Athletics

Enrichment (to book each year)

Level 1 games (intra-school competition). See resource cards in the gym or on the T drive.

## Sport & PE – at least 2 hours curriculum time per week

*‘Activity matters. It grounds us, makes us happy and helps us to be fully integrated.’ (Myatt, 2018, p.190)*

Physical Education is a vital part of school life and is likely to take responsibility for a child’s future well-being and continued participation in sport and exercise. Therefore, we provide a balanced, broad and inclusive curriculum that ensures all children will benefit. As well as learning, practising and putting fundamental skills into play and games, children understand the importance of leading a healthy lifestyle as well as having regular opportunities to experience fair play, team work, empathy for others, challenge and leadership.

*“I can do all things through Christ who strengthens me.” Phillipines 4:13*

RESOURCES			
PE/GAMES	SCHEME OF WORK	LOCATION	SUPPORTING PLANS / RESOURCES
<b>Real PE</b>	Jasmine – Core Skills and Games (Year 1 – Year 6, EYFS – Real Foundation/Real PE)	<a href="https://jasmineactive.com/">https://jasmineactive.com/</a>	Hardcopies Curriculum maps
<b>Real Gym</b>	Jasmine – Artistic Gymnastics (Year 5)	<a href="https://jasmineactive.com/">https://jasmineactive.com/</a>	
<b>Gymnastics</b>	PE Planning (Year 1-6)	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Jasmine – Real PE
<b>Dance</b>	PE Planning	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Bubbles Dance Example single lessons on certain themes
<b>Invasion Games</b>	PE Planning Northampton Saints coaches to support staff CPD – Years 2 + 5	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Range of plans
<b>Net/Wall Games</b>	PE Planning Premier Tennis coach to support staff CPD – Year 3 + 6	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Range of plans Rounders England
<b>Striking/Fielding Games</b>	PE Planning	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Tops cards
<b>Athletics</b>	PE Planning	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Level 0 games
<b>Outdoor &amp; Adventurous Activities</b>	PE Planning	<a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	Range of plans and challenge cards
<b>Swimming</b>	National Curriculum objectives for KS2 child. Aqualight.	Barry Road Swimming Pool	Swimming instructor and resources given Green and White star for confident swimmers
<b>EYFS wider curriculum</b>	Jasmine – Real Play & Real Foundation	<a href="https://jasmineactive.com/">https://jasmineactive.com/</a> <a href="https://peplanning.org.uk">https://peplanning.org.uk</a>	



### Aims

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

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

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **How do we meet our 'engage in competitive sports and activities' National Curriculum aim?**

- High quality PE lessons deliver a variety of competitive activities centred around the child's needs
- Level 0 competitions – child competes against self (Personal Challenge cards in the gym, incorporated into PE lessons for EYFS-Year 6)
- Level 1 competitions – intra-school games (house vs house, incorporated into PE lessons in Years 2-6, see MTP for when these are)
- Level 2 competitions – inter-school games (organised by Northamptonshire Sport, some Year 2 events but mainly Years 3-6, see School Games calendar)
- Level 3 competitions – inter school games, qualify only from Level 2 (organised by Northamptonshire Sport, Years 3-6)
- School, Town and County Cross Country events

### School Games Offer:

We are an ENHANCED SCHOOL meaning that we are in partnership with Northamptonshire Sport who provide us with our School Games competition framework as well as other events throughout the year. This provides staff an insight into a variety of game formats, the competition structure, an opportunity to add to their CPD as well as encouraging children to have enthusiasm and passion for PE & Sport. Our School Sports Sport Coordinator is Brioney Stubbs (NIA).

- Performance Competition (more able children, often already in a club, game-based)
- Developmental Competition (for children to achieve against others of similar ability, cannot be affiliated to a club outside of school, skill stations/game-based)
- Broadening Participation (not at a competency level of performance competition, low participation/Change4Life children, skills stations + game-based)
- Project Ability (all SEND, skills stations/game-based)
- Inclusive (50% SEND, game-based)
- Pay to Play (performance children, game-based, £25 per team)
- Multi sports festivals (non-competitive, 1x whole-class participation for Years 2-5 + Year 6 Spirit of the Games)
- Student Aspiration Squad (non-competitive, aimed at small group of Year 6 children who need a confidence boost, one session per term)

**THE MAJORITY OF SCHOOL GAME EVENTS YEAR GROUPS ARE SELECTED FOR ARE INLINE WITH THE MEDIUM TERM PLAN. PREPARATION FOR EVENTS IS ESSENTIAL FOR LIFELONG PARTICIPATION SO AS STUDENTS GAIN POSITIVE AND MEMORABLE EXPERIENCES FROM THE EVENTS. A LACK OF STUDENT PREPARATION AND INEXPERIENCED/UNPREPARED STAFF DOES NOT SUPPORT THE SCHOOL GAMES OR SCHOOL BELIEFS AND OBJECTIVES.**

# PE Curriculum: Medium Term Plan 1

# REAL PE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>REAL FOUNDATIONS</b>					
EYFS	Fairy tale	Jungle	Space	Squirrel	Pirates	Seaside
	Agility – react and response	Static Balance - seated	Dynamic Balance to Agility – jumping and landing	Agility – ball chasing	Static Balance – one leg	Counter Balance – with a partner
	<b>PERSONAL</b>	<b>SOCIAL</b>	<b>COGNITIVE</b>	<b>CREATIVE</b>	<b>PHYSICAL</b>	<b>HEALTH &amp; FITNESS</b>
Year 1	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	FUNS: 10 Coordination- Footwork FUNS: 1 Static Balance- One Leg	FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 2 Static Balance- Seated	FUNS: 5 Dynamic Balance - On a line FUNS: 4 Static Balance- Stance	FUNS: 9 Coordination- Ball Skills FUNS: 7 Counter Balance- with a partner	FUNS: 8 Coordination- Sending and Receiving FUNS: 12 Agility- Reaction/ Response	FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work
Year 2	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	FUNS: 10 Coordination- Footwork FUNS: 1 Static Balance- One Leg	FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 2 Static Balance- Seated	FUNS: 5 Dynamic Balance - On a line FUNS: 4 Static Balance- Stance	FUNS: 9 Coordination- Ball Skills FUNS: 7 Counter Balance- with a partner	FUNS: 8 Coordination- Sending and Receiving FUNS: 12 Agility- Reaction/ Response	FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work
Year 3	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	FUNS: 10 Coordination- Footwork FUNS: 1 Static Balance- One Leg	FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 2 Static Balance- Seated	FUNS: 5 Dynamic Balance - On a line FUNS: 4 Static Balance- Stance	FUNS: 9 Coordination- Ball Skills FUNS: 7 Counter Balance- with a partner	FUNS: 8 Coordination- Sending and Receiving FUNS: 12 Agility- Reaction/ Response	FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work
Year 4	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	FUNS: 10 Coordination- Footwork FUNS: 1 Static Balance- One Leg	FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 2 Static Balance- Seated	FUNS: 5 Dynamic Balance - On a line FUNS: 4 Static Balance- Stance	FUNS: 9 Coordination- Ball Skills FUNS: 7 Counter Balance- with a partner	FUNS: 8 Coordination- Sending and Receiving FUNS: 12 Agility- Reaction/ Response	FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work Sports Day Practise
	<b>COGNITIVE</b>	<b>CREATIVE</b>	<b>SOCIAL</b>	<b>PHYSICAL</b>	<b>HEALTH &amp; FITNESS</b>	<b>PERSONAL</b>
Year 5*	Real PE Unit 1	Real Leaders Training	Real Gym		Real Leaders Training	
	FUNS: 9 Coordination- Ball Skills FUNS: 12 Agility- Reaction/ Response	<b>Lessons 1-5</b> What makes a good leader Developing communication and confidence			<b>Lessons 6-10</b> Review and Reflect Problem solving and Decision Making	
GAME/ INFO	<b>Throw Tennis Endball</b>	<b>Some children support lunchtimes and clubs using learnt skills</b>			<b>+ plan School Games Day / 2022 Commonwealth Event</b>	
Year 6	Real PE Unit 1 extended	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	FUNS: 9 Coordination- Ball Skills FUNS: 12 Agility- Reaction/ Response	FUNS: 2 Static Balance- Seated FUNS: 3 Static Balance- Floor	FUNS: 5 Dynamic Balance - On a line FUNS: 7 Counter Balance- with a partner	FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 1 Static Balance- One Leg	FUNS: 4 Static Balance- Stance FUNS: 10 Coordination- Footwork	FUNS: 8 Coordination- Sending and Receiving FUNS: 11 Agility- Ball Chasing
GAME / INFO	<b>Throw Tennis Endball</b>	<b>Seated Volleyball Handball</b>	<b>River Crossing Kabadi</b>	<b>Jumpball Jump/Roll/Balance</b>	<b>Beanbag Raid Dodgeball</b>	<b>Throlf Scatterball</b>

\*Real PE provides a Year 5/6 scheme of work carried out by Year 6. Therefore, Year 5 engage in leadership training and additional sports throughout the year.

# PE Curriculum: Medium Term Plan 2

EYFS									
	Focus: Personal, Social & Emotional Development		Dance	Focus: Physical Development			Athletics	Outdoor & Adventurous Activities	Swimming and Water Safety
OVERVIEW	Me and Myself	Working with Others	Christmas Performance	Movement Development	Ball Skills	Fun and Games	Including: standing long jump, bean bag throw, 40m / 25m/ linear relay		
PHYSICAL ABILITY	<p>To move in different ways</p> <p>To show contrast with own body (high/low, curved/straight, wide/thin)</p> <p>To negotiate spaces successfully, adjusting speed and obstacles</p>	<p>To perform different actions while static and dynamic</p> <p>To jog, skip and jump in a controlled manner</p>	<p>To explore and copy basic body actions</p> <p>To use own body to imitate a story or topic</p> <p>To use equipment (scarf, ribbon, ball) to support and strengthen hand/arm control</p> <p>To move imaginatively, responding to a range of stimuli</p>	<p>Travels with confidence and skills in a range of movements</p> <p>Moves freely and with pleasure and confidence in a range of ways</p>	<p>To throw and catch with a range of equipment</p> <p>To know how to stand to throw and catch a ball</p> <p>To show increasing control when throwing and catching with a large ball</p>	<p>To run skilfully and negotiate space</p> <p>To throw and catch a ball at increasing distances</p> <p>To take part in a variety of games involving movement, handling equipment and competition</p>	<p>To use arms to gain momentum in a jump</p> <p>To sync the right arm with the left leg and vice versa whilst running at speed</p> <p>To aim at a target when throwing</p> <p>To vary speeds of running on given commands</p>		
PERSONAL COMPETENCE	<p>To listen and respond to instructions</p> <p>To participate in games</p> <p>To dress self with support if necessary</p> <p>Engages in conversation with others about what they have been doing</p>	<p>To share and play games with each other</p> <p>To take turns playing different roles</p> <p>To use the equipment safely</p> <p>To move around an area safely</p>	<p>To describe a piece of music</p> <p>To respond to two-part instructions</p> <p>To choose movements and gestures in response to feelings, ideas and experiences</p>	<p>Shows an awareness of safety and risk when tackling new challenges</p> <p>To work individually and with others</p> <p>To respond to one and two-part instructions</p>	<p>Can play in a group</p> <p>Can elaborate and extend play ideas</p> <p>To except the needs of others</p> <p>To share sometimes with support</p>	<p>To follow instructions</p> <p>To work with a partner, small or larger groups</p> <p>To know that rules</p> <p>Show an awareness of safety with others and equipment</p> <p>To use acquired skills in a game situation</p>	<p>To follow instructions immediately for theirs and others safety</p> <p>To describe how their body feels when exercising</p> <p>To prepare for a competitive event</p>		

Year 1

	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Striking/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW		Christmas Performance	Fitness	Dodgeball			Including: standing long jump, bean bag throw, 40m / 25m/ linear relay		
PHYSICAL ABILITY	<p>To make my body curled, tense, stretched and relaxed</p> <p>To roll, curl, travel and balance in different ways</p> <p>To control my body when travelling and balancing</p> <p>To select and perform ways of moving over, under, through apparatus and link with travelling</p> <p>To copy sequences and repeat them</p> <p>To travel along different pathways</p>	<p>To move safely in a space</p> <p>To move creatively and imaginatively to a range of music</p> <p>To copy simple dance moves</p> <p>To remember and recite own dance moves</p> <p>To create a short dance individually or with a partner</p>	<p>To improve speed, agility and stamina</p> <p>Show an awareness of the jumping technique</p> <p>To develop coordination, control and balance</p>	<p>To show control of a ball with basic actions</p> <p>Develop and practise ball handling skills</p> <p>Throw over and under arm</p> <p>Roll a ball with accuracy</p> <p>To move the ball in different ways</p>			<p>To use arms to gain momentum in a jump</p> <p>To sync the right arm with the left leg and vice versa whilst running at speed</p> <p>To use non-throwing arm to aim at a target when throwing</p> <p>To throw overarm</p> <p>To vary speeds of running on given commands</p> <p>To high-5 during a linear relay</p>	<p>To move in different directions and ways</p> <p>To know the purpose of a compass and the directions (N, E, S, W)</p> <p>To participate in an obstacle course</p> <p>To take part in picture orienteering</p> <p>To use a map</p>	
PERSONAL COMPETENCE	<p>To know that mats are used as entrance and exit points with apparatus and provide some protection when landing</p> <p>To collect and move mats safely</p> <p>To know the names of apparatus</p> <p>To know how it feels to achieve something new</p> <p>To describe their own or others sequences</p>	<p>To describe a piece of music and how it makes them feel</p> <p>To create movements and gestures in response to feelings, ideas and experiences</p> <p>To perform a simple dance sequence to an audience</p>	<p>To negotiate space</p> <p>To take turns</p> <p>To use positive words when talking about team mates</p> <p>To discuss, with support, how one can improve a specific skill</p> <p>Discuss healthy and unhealthy foods and why exercising is important</p> <p>Apply learnt skills to a range of activities</p>	<p>To recognise what is successful</p> <p>To follow one and two-part instructions</p> <p>To participate in a team game</p> <p>To apply simple tactics to a team game</p> <p>To understand and describe changes to the heart while exercising</p>			<p>To follow instructions immediately for theirs and others safety</p> <p>To describe how their body feels when exercising</p> <p>To understand how to share equipment with others for theirs and others safety</p> <p>To prepare for a competitive event</p>	<p>To work independently and with others</p> <p>Solve simple problems</p> <p>Understand how communication can solve a problem</p> <p>Participate competitively with one another</p> <p>To take turns</p>	

Year 2									
	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Target/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW		“Under the Sea”		Tag Rugby	Badminton	Golf* + Boccia (inclusive/broadening)	Including: long jump, football ball throw, 100m / 40m / 25m / linear relay		
PHYSICAL ABILITY	<p>To plan and perform a sequence of movements</p> <p>To change levels of movement whilst travelling</p> <p>To combine travel and balanced movements</p> <p>To match a partner’s balance</p> <p>To travel around and on various pathways</p> <p>To jump in a variety of ways and land safely</p>	<p>To change rhythm, speed, level and direction</p> <p>To dance with control and coordination</p> <p>To make a sequence by linking sections together</p> <p>To use dance to show a mood or feeling</p>		<p>To move during an activity using increased coordination of body</p> <p>To decide the best space to be in during a game</p> <p>To catch and control a ball in movement</p> <p>To use hitting, kicking and/or rolling in a game</p>	<p>To develop and improve hand-eye coordination</p> <p>To move to strike a ball</p> <p>To hold a racket appropriately</p> <p>To use appropriate footwork (e.g. side stepping) when moving for the ball</p>	<p>To use hitting and/or rolling in a game</p> <p>To hit a ball accurately using a piece of equipment</p> <p>To use fine and gross motor skills when handling different pieces of equipment</p>	<p>To use arms to gain momentum and increase the speed and distance of a jump</p> <p>To use your throwing arm, legs and torso with control to throw to a distance</p> <p>To vary speeds of running over known distances</p> <p>To pass a baton</p> <p>To prepare for a competitive event</p>		
PERSONAL COMPETENCE	<p>To know that mats are used as entrance and exit points with apparatus and provide some protection when landing</p> <p>To respond to instructions</p> <p>To listen to and accept critique and improve my sequence because of it</p> <p>To work independently and with a partner</p> <p>To comment on another person’s work using positive phrases</p> <p>To lead a sequence</p> <p>To describe how it feels when working with someone else</p>	<p>To describe a piece of music and apply it to a personal experience</p> <p>To create movements and gestures in response to feelings, ideas and experiences and explain why doing so</p> <p>To learn and perform a dance sequence to an audience</p>		<p>To understand how to use equipment safely</p> <p>To follow a game’s rules</p> <p>To engage in competitive activities (both against self as a personal challenge and others)</p> <p>To use one tactic in a game (either attacking or defending)</p> <p>To use positive words and phrases when talking about team mates</p> <p>To discuss how one can improve a specific skill or work better as a team=</p>	<p>To take part in a game where there is an opposition</p> <p>To begin to lead others in a simple game</p>	<p>To know that following instructions immediately helps to keep everyone safe</p> <p>To use simple tactics against an opposition</p> <p>To explain how one can improve aim and support others in doing so</p> <p>To concentrate on a game for a period of time</p>	<p>To explain why one must follow instructions immediately for theirs and others safety</p> <p>To know some of the muscles that are working when jumping</p> <p>To understand how to share equipment with others for theirs and others safety</p>		



Year 3

	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Striking/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW		Greek Olympics		Basketball*	Tennis		Athletics* Including: speed bounce, javelin throw, 200m / 40m / linear relay		
PHYSICAL ABILITY	<p>To explore <b>balances</b> on two points</p> <p>To select and link balances and travelling actions</p> <p>To travel in different ways towards and away from a partner</p> <p>To copy <b>sequences</b> of contrasting actions</p> <p>To <b>spin</b> on different body parts</p> <p>To explore ways of <b>linking</b> spinning and <b>travelling</b> actions on the floor and apparatus</p> <p>To explore <b>tuck and pike shapes</b></p> <p>To turn on a <b>vertical axis</b></p>	<p>To improvise freely and translate ideas from a stimulus into movement</p> <p>To share and create phrases with a partner and small group</p> <p>To repeat, remember and perform phrases to create a sequence</p>		<p>To move with a ball, towards a goal, with increasing <b>control</b></p> <p>To be aware of space and use it to support team-mates and to cause problems for the <b>opponent</b></p> <p>To throw underarm and overarm with increasing <b>accuracy</b></p> <p>To throw and catch with control</p> <p>To defend an opponent and try to win the ball</p>	<p>To move around a small space using <b>side stepping</b></p> <p>To know how to hold a <b>racket</b></p> <p>To recognise and use a <b>forehand</b> and move towards a <b>backhand</b></p> <p>To serve underarm</p> <p>To work towards a short <b>rally</b></p>		<p>To jump from two feet to two feet in quick succession</p> <p>To shift weight on your legs to improve the distance of a throw</p> <p>To run at fast, medium and low speeds; changing speeds and direction</p> <p>To take part in a <b>relay</b>, remembering when to run and what to do independently</p> <p>To pass a <b>baton</b></p> <p>To prepare for a competitive event</p>	<p>To respond to simple challenges and problem solving tasks in a familiar <b>environment</b></p> <p>To listen and follow instructions and what is needed to keep themselves safe</p> <p>To use maps and diagrams to <b>orientate</b> both indoors and in the school grounds</p>	
PERSONAL COMPETENCE	<p>To know that mats are used as entrance and exit points with apparatus and provide some protection when landing</p> <p>To explain what makes a good balance based on an <b>agreed criteria</b></p> <p>To use criteria to assess own and others work</p> <p>To teach own sequences to others</p>	<p>To create dance phrases that <b>communicate</b> ideas</p> <p>To recognise and talk about movements that may connect with a piece of music</p> <p>To work individually or <b>collaborate</b> with a group</p>		<p>To know and use rules <b>fairly</b></p> <p>To work as part of a team</p> <p>To use positive phrases to encourage team mates</p> <p>To understand their role as an <b>attacker</b> and a <b>defender</b></p>	<p>To know and use rules fairly</p> <p>To choose how hard to hit a ball so that my partner can return it easily</p>		<p>To explain why one must follow instructions immediately for theirs and others safety</p> <p>To know which <b>muscles</b> are working when jumping and how they create <b>tension</b></p> <p>To <b>adapt</b> speed whilst running over different distances</p>	<p>To participate in a range of activities which involve working with and trusting others</p> <p>To explain which muscles are moving during which actions</p> <p>To know what they need to do to improve own performance</p>	



Year 4

	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Striking/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW		Water and Zumba		Football*	Volleyball* + Spikeball (broadening / inclusive)	Rounders + Archery (broadening/inclusive)	Including triple jump, howler, 800m / 50m / linear relay		Stroke competence and confidence in the water in order to swim at least 25m
PHYSICAL ABILITY	<p>To explore and combine balances and changing shapes with a travelling action</p> <p>To add a change of direction to a sequence</p> <p>To link three different actions with three different shapes</p> <p>To synchronise sequences with a partner</p> <p>To move along different pathways</p> <p>To match and contrast a partner's actions</p> <p>To explore ways of turning (half and full turn)</p>	<p>To use simple motifs and movement patterns to structure dance phrases independently, with a partner or in a group</p> <p>To use formation, canon and unison to develop a dance</p> <p>To refine, repeat and remember dance phrases and dances</p> <p>To perform dances clearly and fluently</p>		<p>To move in order to create space to receive a ball</p> <p>To throw using a chest and shoulder pass</p> <p>To aim and shoot at a target</p> <p>To pivot on one foot</p> <p>To dribble a ball using the inside and outside of the foot</p> <p>To keep possession of the ball individually and within a group situation</p> <p>To defend one on one and know how to win the ball</p>	<p>To demonstrate controlled footwork on the court</p> <p>To return to the ready position to defend own area</p> <p>To hit an object accurately and with control</p> <p>To serve in a range of ways</p>	<p>To know how to hold a range of equipment</p> <p>To know how to stand for maximum impact on a range of equipment</p> <p>To bowl a ball towards a target</p> <p>To strike a bowled ball</p> <p>To hit a target within close range</p>	<p>To demonstrate balance when taking off and landing</p> <p>To know how balance and weight on your legs and torso will improve performance of a jump or throw</p> <p>To run over a long distance</p> <p>To improve stamina over a set period of time</p> <p>To sprint over a short distance</p> <p>To pass a baton</p> <p>To prepare for a competitive event</p>		<p>To enter and exit the water safely</p> <p>To swim competently and proficiently over a distance of 25m</p> <p>To use a range of strokes effectively: front crawl, back crawl, breast stroke</p> <p>More Able: To perform a range of skills to gain a Northamptonshire Star Award (including sculling, retrieving a sunken object, forward somersault, flutter kick and entering water whilst keeping head out of it)</p>
PERSONAL COMPETENCE	<p>To know that mats are used as entrance and exit points with apparatus and provide some protection when landing</p> <p>To teach own sequence to a partner</p> <p>To record using symbols and diagrams</p> <p>To suggest suitable warm-up activities</p>	<p>To use dance to communicate an idea</p> <p>To respond imaginatively to a range of stimuli related to character and narrative</p> <p>To take the lead when working with a partner or group</p> <p>To interpret and evaluate dance, using appropriate language</p>		<p>To know and use rules fairly</p> <p>To select an appropriate pass in a game situation</p> <p>To vary tactics and adapt skills depending on what is happening in the game</p> <p>To use positive phrases to support and encourage team mates</p>	<p>To describe different parts of a warm up</p> <p>To lead a simple stretching warm-up</p> <p>To follow simple team formations</p> <p>To communicate effectively with a team</p> <p>To assess own and others work based on criteria</p>	<p>To know and use the rules of a game</p> <p>To identify safety rules</p> <p>To explain how stance, control and tension can improve aim</p> <p>To develop understanding of tactics and know how to use them</p>	<p>To explain why one must follow instructions immediately for theirs and others safety</p> <p>To adapt speed whilst running over different distances</p> <p>To set personal targets for long distance running</p> <p>To know when one is successful</p>		<p>To swim confidently</p> <p>To evaluate own and other water skills in order to improve water competence</p>

Year 5									
	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Striking/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW				Netball (4) & Tag Rugby (5)	Badminton & <b>Table Tennis*</b> (broadening/inclusive)	<b>Cricket*</b> & <b>New Age Kurling</b> (broadening/inclusive)	Including: running long jump, shot put, 1500m / 400m / 75m / circular relay		Stroke competence and confidence in the water in order to swim at least 25m
PHYSICAL ABILITY	<p>To explore balances and other actions using <b>twisted shapes</b></p> <p>To <b>combine</b> and link two balances with travelling actions</p> <p>To explore <b>mirroring</b> a partner using different actions on the floor and on apparatus</p> <p>To perform set actions on pathways</p> <p>To perform swinging gestures to initiate a movement</p> <p>To move out of balances into finishing positions</p> <p>To perform a <b>straddle</b> shape</p> <p>To perform a <b>cartwheeling</b> action and incorporate into a sequence</p>			<p>To move with speed in order to <b>create space</b> to receive a ball</p> <p>To throw and catch accurately</p> <p>To travel with a ball</p> <p>To pass and receive the ball with control whilst under pressure</p> <p>To <b>gain possession</b> by working as a team</p> <p>To play in a range of positions and contribute when <b>attacking and defending</b></p>	<p>To demonstrate <b>controlled footwork</b> to cover a court at speed</p> <p>To hold/strike a piece of equipment with increased accuracy and control</p> <p>To hit a ball accurately with control whilst under pressure</p> <p>To use <b>forehand and backhand</b> whilst aiming at specific areas on <b>court</b></p>	<p>To know how to hold a range of equipment</p> <p>To strike a <b>bowled ball</b> with increasing accuracy</p> <p>To hit a target from a variety of lengths</p> <p>To catch a ball with increasing accuracy at various heights</p> <p>To demonstrate hand eye coordination with increasing accuracy</p> <p>To use <b>fine and gross motor skills</b> when handling different pieces of equipment</p>	<p>To demonstrate increased balance and control when taking off and landing</p> <p>To throw with accuracy</p> <p>To combine running and jumping</p> <p>To shift weight on your legs and torso to improve the distance of a throw</p> <p>To demonstrate <b>stamina</b></p> <p>To improve stamina over a set period of time</p> <p>To pass and receive a baton whilst running</p> <p>To prepare for a competitive event</p>	<p>To plan and organise a simple <b>orienteering</b> trail using map reading and <b>compass</b> skills</p> <p>To apply the skills and safety requirements for survival in an outdoor environment</p> <p>To devise appropriate responses to challenges and tasks and adapt to changing circumstances</p>	<p>To enter and exit the water safely</p> <p>To swim competently and proficiently over a distance of at least 25m</p> <p>To use a range of <b>strokes</b> effectively: <b>front crawl, back crawl, breast stroke</b></p> <p>More Able: To perform a range of skills to gain a Northamptonshire Star Award (including <b>sculling, retrieving a sunken object, forward somersault, flutter kick</b> and entering water whilst keeping head out of it)</p>
PERSONAL COMPETENCE	<p>To know that mats are used as entrance and exit points with apparatus</p> <p><b>self-assessment</b></p> <p>To identify own <b>focus</b> for improvement</p> <p>To teach an idea to a partner or small group</p> <p>To lead a simple warm up</p>			<p>To know, play by and use rules fairly</p> <p>To choose a number of <b>tactics</b> to pass the ball</p> <p>To choose a tactic for <b>defending and attacking</b></p>	<p>To follow the rules of the game and begin to <b>officiate</b></p> <p>To <b>communicate</b> with team members</p> <p>To create own <b>team formations</b></p>	<p>To select an appropriate swing/shot during a game situation</p> <p>To choose an area to <b>field</b> using increased initiative</p> <p>To use <b>tactics</b> effectively in competitive situations</p> <p>To concentrate over a long period of time</p>	<p>To use and create instructions and explain why one must follow them immediately for their and others safety</p> <p>To <b>adapt speed</b> whilst running over different distances</p> <p>To explain how <b>stance, control and tension</b> can improve aim</p>	<p>To <b>accept group responsibility</b> for personal and group safety</p> <p>To make <b>informed judgements</b> about their own and other performances, using this to improve the quality of own work</p> <p>To record, view and evaluate work</p>	<p>To swim confidently</p> <p>To evaluate own and other water skills in order to improve water competence</p> <p>To be aware of own abilities in comparison with others and show empathy if necessary to do so</p>

Year 6

	Gymnastics	Dance	Multiskills	Invasion Games	Net/Wall Games	Striking/Fielding Games	Athletics	OAA	Swimming and Water Safety
OVERVIEW		WWII		Hockey* & Handball (broadening / inclusive)	Tennis & Seated Volleyball (Real PE, broadening / inclusive)		Including: running long + triple jumps, javelin + discus, 1500m / 800m / 100m / Circular relay	Outdoor and Adventurous Activities*	
PHYSICAL ABILITY	<p>To add change of dynamic to own sequence</p> <p>To perform a variety of actions using symmetrical and asymmetrical body shapes</p> <p>To combine actions showing contrasting body shapes</p> <p>To perform and combine different actions in unison and canon</p> <p>To counter balance using push and pull forces</p>	<p>To adapt and refine actions, dynamics and relationships in dance</p> <p>To perform different styles of dance clearly, fluently and with control</p> <p>To choreograph a dance using props</p>		<p>To select and apply different movement skills to help a team</p> <p>To control the ball with a first touch</p> <p>To pass the ball with increasing control whilst under pressure</p> <p>To aim and shoot at a target with increasing accuracy and consistency</p> <p>To dribble a ball with control and accuracy</p> <p>To use a flat stick tackle</p>	<p>To move around a small space using side and cross steps</p> <p>To hold a racket with control</p> <p>To recognise and use a forehand and backhand with increasing control, accuracy and speed</p> <p>To serve overarm</p> <p>To have a rally</p>		<p>To perform the skipping action with precision</p> <p>To use arms for momentum to improve the distance of a jump</p> <p>To shift weight on your legs and torso to improve the distance of a throw</p> <p>To adapt pace whilst running over a long distance in a competitive situation (sprint start and finish)</p> <p>To pass and receive a baton whilst running</p> <p>To prepare for a competitive event</p>	<p>Plan and organise an orienteering trail using map reading and compass skills in an unfamiliar setting</p> <p>Plan and undertake a journey in the outdoors</p> <p>Participate in different types of orienteering courses to prepare for competition</p>	
PERSONAL COMPETENCE	<p>To record own sequence using symbols and diagrams</p> <p>To describe how a sequence was put together</p> <p>To understand what counter balance and counter tension is</p> <p>To observe, assess and give constructive feedback on the performance of others</p>	<p>To work creatively with a partner or in a group to choreograph and structure simple dances</p> <p>To comment on dances, showing an understanding of style</p> <p>To suggest ways to improve own and other people's work using appropriate language</p>		<p>To play to agreed rules and officiate fairly</p> <p>To select and use an appropriate pass in a game situation whilst under pressure</p> <p>To create and use a variety of tactics to help a team</p> <p>To lead others in a game situation</p>	<p>To demonstrate good decision making when making shots within a competitive game or friendly rally</p> <p>To identify and use a variety of tactics</p> <p>To play cooperatively with a partner or group</p>		<p>To use and create instructions and explain why one must follow them immediately for their and others safety</p> <p>To adapt speed whilst running over different distances for maximum impact</p> <p>To set personal targets and explain how to achieve them</p>	<p>To work with others to identify potential hazards and devise strategies to ensure that safe working practises are followed</p> <p>To view and appraise their own and others performances with confidence using range of appropriate language</p>	