# PE at Horwich Parish









End of Year Expectations	Year1	Year 2
Dance	Repeat dance phrases. Become increasingly physically confident. Become increasingly competent and confident. Perform dances using simple movement.	Create simple movement patterns showing an awareness of rhythm. Perform own dance routine. Use expression and emotion when performing.
Gymnastics	Develop fundamental movement skills Complete a forward roll from a low starting position. Become increasingly physically confident. Create a variety of shapes using their body. Perform basic sequences using space safely.	Start to develop a knowledge of a variety of skills.  Recognise technical words that link to gymnastics.  Travel under over and through a variety of equipment/apparatus.  Distinguishing a good performance of skills.  Become increasingly competent and confident.
Sending and Receiving	Pat, throw, kick, stop/receive a variety of objects/equipment. Enjoy tasks set out. Start to develop a knowledge of a variety of skills. Recognise speed and weight when sending a variety of objects.	Master sending and receiving different objects (height, weight, distance) Engage in competitive sports and activities. Become increasingly competent and confident.

End of Year Expectations	Year1	Year 2
Swimming	Swim short distances using a buoyancy aid. Become more confident in the water.	Swim between 10-20m unaided.  Become confident to travel under water.
Athletics	Throw a range of equipment at different targets.  Begin to understand when to change speeds according to length of run/distance.  Jump with both feet from a standing position.	Understand running speeds depending on distance and equipment. Throw with coordination force, distance, control and accuracy. Show determination and begin to show resilience when competing against self and others.
Fundamental movements	Develop fundamental movement skills including running and jumping. Navigate trough moving children safely at a variety of speeds. Start to develop a knowledge of a variety of skills. Apply agility, balance and coordination skills, individually and with others.	Master basic movements including running and jumping. Become increasingly competent and confident. Engage in competitive sports and activities.

End of Year Expectations	Year 1	Year 2
Tactics and Strategies	Participate in competitive games (both against self and against others).  Start to develop a knowledge of a variety of skills.  Engage in competitive sports and activities.  Compete in modified sport/activities.	Develop simple tactics for attacking and defending.  Apply simple tactics for attacking and defending.  Become increasingly competent and confident.
Competing	Show enjoyment in achieving tasks set out.  Compete against self and/or others.  Develop competence to excel in a broad range of physical activities.	Know and explain key skills of a good performance. Enjoy communication, collaborating and competing with others. Defend an area when faced with an opponent. Attack an area when faced with an opponent.

# Year 1 PE Overview





<b>Y1</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fundamental movements	Gymnastics  Develop	Dance Repeat dance	Sending and Receiving	Tactics and Strategies	Athletics  Throw a range
Lesson 1	Develop fundamental movement skills including running and jumping.  Navigate trough moving children safely at a variety of speeds.	fundamental movement skills  Become increasingly physically confident.  Create a variety of shapes using their body.	Become increasingly confident.  Become increasingly competent and	Pat, throw, kick, stop/receive a variety of objects/equipment .  Enjoy tasks set out.  Become increasingly physically	Participate in competitive games (both against self and against others).  Engage in competitive sports and activities.	of equipment at different targets.  Begin to understand when to change speeds according to length of run/distance.
Lesson 2	Apply agility, balance and coordination skills, individually and with others.  Become increasingly physically confident.  Start to develop a knowledge of a variety of skills.	Perform basic sequences using space safely.  Recognise technical words that link to gymnastics.  Become increasingly competent and confident.	confident.  Use expression and emotion when performing.  Perform dances using simple movement.	confident.  Start to develop a knowledge of a variety of skills.  Recognise speed and weight when sending a variety of objects.	Compete in modified sport/activities.  Defend an area when faced with an opponent.  Attack an area when faced with an opponent.	Jump with both feet from a standing position.  Show determination and begin to show resilience when competing against self and others.

# Year 2 PE Overview





Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fundamental movements	Gymnastics  Perform basic	Dance Use expression and	Sending and Receiving	Tactics and Strategies	Athletics  Jump with both
	Apply agility, balance and coordination skills,	sequences using space safely.	emotion when performing.	Become increasingly physically confident.	Compete in modified sport/activities.	feet from a standing position.
Lesson (	individually and with others.	Recognise technical words that link to gymnastics.	Perform dances using simple movement.	Start to develop a knowledge of a variety of skills.	Become increasingly	Show determination and begin to show
F	Become increasingly physically confident.	Become increasingly competent and	Create simple movement patterns showing an	Recognise speed and weight when sending a variety of	physically confident.  Become	resilience when competing against self and others.
	Start to develop a knowledge of a variety of skills.	Start to develop a knowledge of a	awareness of rhythm.  Perform their own	objects.  Master sending and receiving different	increasingly competent and confident.	Understand running speeds depending on distance and
	Master basic movements	variety of skills.  Travel under, over	dance routine.  Know and explain	objects (height, weight, distance)	Develop simple tactics for attacking and defending.	equipment Throw with coordination
on 2	including running and jumping.	and through a variety of equipment/apparat	key skills of a good performance.	Engage in competitive sports and activities.	Apply simple tactics for attacking and	force, distance, control and accuracy.
Lesson	Become increasingly competent and confident.	Distinguish a good performance of		Become increasingly competent and confident.	Start to develop a knowledge of a	Enjoy communication, collaborating and
	Engage in competitive sports and activities.	skills.			variety of skills.	competing with others.

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

# Year 1-2 Medium Term Plans



Year	1	AB	C

Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling	Passing through SAQ equipment as individuals or as large groups	To be able to move limbs in coordination
Travel with awareness of others  Show coordination and balance within small and big movements  Show coordination, control and balance when travelling through equipment  Apply agility, balance and coordination, individually and with others  Master basic movements, including running and jumping	Games that include guards/defenders/taggers  Travelling past lots of children (traffic) in small and large spaces  Games include change of direction and change of speed	Travel in limited spaces avoiding contact with other children  Demonstrate a flowing motion when travelling through equipment  Complete simple patterns and sequences  Change direction maintain control and balance  Show determination and begin to show resilience when competing against self and others  Demonstrate a climate of joy, freedom, respect and celebration  Show enjoyment in achieving tasks set out Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# Year 1 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop awareness of speed and distance	Obstacle course showing variations of speed	Begin to understand when to change speeds according to length of run/distance
Run at different speeds and durations	Races in small groups	
Awareness of distance when throwing objects	Competition – personal best, against others, against the clock, measuring distance	Begin to start to select the appropriate speed for the distance travelled
		Begin to select appropriate force when
Fravel with coordination and control	Travelling at speed in a variety of areas	throwing at a target
Throw with an appropriate force		To be able to move limbs in coordination
Throw a range of equipment at different targets		Change direction maintaining control and balance
Master basic movements, including running, jumping, throwing and catching		Show determination and begin to show resilience when competing against self and others
Develop balance, agility and coordination and begin to apply these in a range of activities		Demonstrate a climate of joy, freedom, respect and celebration
		Show enjoyment in achieving tasks set out
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# Year 1 Attack and Defend

Intentions	Learning Activities/Experience	Success Criteria
Apply simple attacking and defending techniques      quick changes of direction     changes of speeds     awareness of others and space     effective uses of changes of direction and speed  Participate in team games, which develop simple tactics for attacking and defending  Compete against others as individuals and in small teams  Maintain control and balance whilst competing against others  Begin to contribute to discussions and suggest some tactics to improve	Tag games  Games that include guards or defenders  Games that race against the clock, for example, encourages quick play  Basic dodge ball games that recognise space, distance and awareness of others	Compete against others, individually and as a group  Apply simple tactics and strategies when competing against others  Contribute in discussions  Change direction maintaining control and balance  Show determination and begin to show resilience when competing against self and others  Demonstrate a climate of joy, freedom, respect and celebration  Children should show enjoyment in achieving tasks set out  Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 1 Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
Show awareness of space and other children	Variety of games using SAQ equipment	Travel in small and large areas past moving children (traffic)
	Variety of games using guards	cimaren (crame)
Use equipment safely		Demonstrate/explain the importance of
	Relays travelling through and with	using equipment safely
Travel with awareness whilst maintaining	equipment	Travelling with awareness of others whilst
control of a ball/equipment	Competing against others, groups and against	Travelling with awareness of others whilst maintaining control of ball/equipment
Travel with a ball/equipment showing	the clock	manitaning control of bany equipment
changes of speed and direction		Change direction maintaining control and balance
Master basic movements, including running		
and jumping		Show determination and begin to show resilience when competing against self and others
		Demonstrate a climate of joy, freedom, respect and celebration
		Children should show enjoyment in
		achieving tasks set out
		Enjoy communication, collaboration and competition with others
		Competition with others
	Psychomotor (physical)	
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

## Year 1 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent	Competing against others, individuals, groups and against the clock	Travel past guards successfully when attacking an area
Attack an area when faced with an opponent	Improving personal best	Pick up appropriate positions when defending an area
Compete against yourself and/or others	1 V 1 games	Show determination and begin to show
Apply ABC skills where appropriate	Small teams games for example, games that include moving on to the next level that increase in difficulty.	resilience when competing against self and others
	increase in difficulty	Demonstrate a climate of joy, freedom, respect and celebration
		Children should show enjoyment in achieving tasks set out
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical)	
	Cognitive (mental & psychological)  Affective (social & emotional)	

# Year 1 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Follow simple dance patterns	Teacher led activities	Copy simple dance patterns
Perform basic dance actions	Small group work creating actions	Create simple patterns as individuals and as a group
Apply control and fluency to actions	Clapping and performing actions to music	Link actions to make a dance phase
Use expression when dancing	Discussions in small and large groups	Emik detions to make a damee phase
Combine actions to make simple dance		Perform a wide range of actions when dancing to music
patterns		Demonstrate a climate of joy, freedom, respect and celebration
		Children should show enjoyment in achieving tasks set out
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### **Year 1 Gymnastics**

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment.	Travelling under, over and through different pieces of equipment/apparatus	Travel safely around others whilst using equipment/apparatus
Apply balance agility and coordination whilst performing gymnastic skills  Performed a variety of gymnastic skills:  Pencil roll  Star shape  Tuck  Straddle  Pike  Front and back support  Jumps	Performing small movement patterns/sequences as an individual and in small groups  Model basic floor work	Explain how we can extend different gymnastics skills  Begin to show the fundamental movements when performing gymnastic skills  Demonstrate a climate of joy, freedom, respect and celebration  Children should show enjoyment in achieving tasks set out
Perform simple movement patterns		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# Year 1 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling	Passing through SAQ equipment as individuals or as large groups	To be able to move limbs in coordination
Travel with awareness of others	individuals of as large groups	Travel in limited spaces avoiding contact
	Games that include	with other children
Recognise when to speed up and when to	guards/defenders/taggers	Apply offertive was of speed when using a
slow down when using equipment	Travelling past lots of children (traffic) in	Apply effective use of speed when using a variety of equipment
Show coordination and balance within small	small and large spaces	
and big movements		Demonstrate a flowing motion when
Show coordination, control and balance	Games include change of direction and change of speed	travelling through equipment
when travelling through equipment	change of speed	Complete simple patterns and sequences
Apply agility, balance and coordination,		Change direction maintaining control and
individually and with others		balance
Master basic movements, including running		Show determination and begin to show
and jumping		resilience when competing against self and
Traval with control when travalling through		others
Travel with control when travelling through equipment		Demonstrate a climate of joy, freedom,
		respect and celebration
		Children should show enjoyment in achieving tasks set out
		Enjoy communication, collaboration and
	Psychomotor (physical)	competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

#### Year 1 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Throw to a target	Repetition of sending and receiving a variety of equipment	Start to show consistency and some basic technique when throwing at a target
Throw a wide range of equipment at		
different targets	Competition - throwing a variety of equipment at a variety of targets	Start to show consistency and some basic technique when throwing a range of
Use a variety of equipment to send and		equipment at a target
receive to a partner	Racing against a clock to see how many times you can hit a target successfully	Begin to explain receiving techniques
Begin to demonstrate and understand		
receiving techniques	Competing against others, 1v 1 or in small groups	Use and recognise why we use equipment safely
Know and understand how to use		
equipment safely and with control		Demonstrate a climate of joy, freedom, respect and celebration
		Children should show enjoyment in achieving tasks set out
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical)	
	Cognitive (mental & psychological) Affective (social & emotional)	

# Year 2



# Year 2 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Demonstrate quick changes of direction whilst maintaining coordination and	Passing through SAQ equipment as individuals or as large groups	To be able to move limbs in coordination
balance	marriada or do targe groupe	Travel in limited spaces avoiding contact
	Games that include	with other children
Demonstrate changes of direction whilst maintaining control of equipment (balls)	guards/defenders/taggers	Domonstrate a flowing motion when
maintaining control of equipment (balls)	Travelling past lots of children (traffic) in	Demonstrate a flowing motion when travelling through equipment
Maintaining control when completing small	small and large spaces	
and large foot patterns/movements		Complete simple patterns and sequences
	Games include change of direction and	
Apply effective changes of directions of speed when competing against others	change of speed	Change direction maintaining control and balance
speed when competing against others	Small team games	Salance
Master basic fundamental movements		Show determination and begin to show
(running, hopping, jumping and skipping)		resilience when competing against self and
Show control when travelling through		others
equipment		Explain and describe running techniques
A collection to the term of the collection		
Apply effective decision making when competing against others		Apply correct techniques for fundamental movements
competing against others		movements
Select and apply correct running techniques		Demonstrate a climate of joy, freedom,
when travelling		respect and celebration
Know, apply and understand key skills of a		Know and explain key skills of a good
good performance		performance
	Psychomotor (physical)	
	Cognitive (mental & psychological)	Enjoy communication, collaboration and competition with others
	Affective (social & emotional)	competition with others

#### **Year 2 Athletics**

Learning Intentions	Learning Activities/Experience	Success Criteria
Understand running speeds depending on distance and equipment	Obstacle course showing variations of speed	Begin to understand when to change speeds according to length of run/distance
Throw with coordination force, distance, control and accuracy	Races in small groups  Competition – personal best, against others,	Begin to start to select the appropriate speed for the distance you are travelling
Select appropriate speed when travelling at a variety of distances	against the clock, measuring distance  Travelling at speed in a variety of areas	Begin to select appropriate force when throwing at a target
Compete against others in a variety of		To be able to move limbs in coordination
Apply effective use of balance, agility and		Change direction maintaining control and balance
coordination when competing against others		Show determination and begin to show resilience when competing against self and
Become increasingly competent and confident in a broad range of activities		others
Develop competence to excel in a broad range of physical activities		Show resilience and determination when competing against others
Know, apply and understand key skills of a good performance		Showing values of respect for others when winning and losing
Sood periormanee		Demonstrate a climate of joy, freedom, respect and celebration
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Know and explain key skills of a good performance

#### **Year 2 Attack and Defend**

Learning Intentions	Learning Activities/Experience	Success Criteria
Attack with speed and maintain body	Tag games	Compete against others, individually and as
control	Games that include guards or defenders	a group
Recognise space to attack	dames that include guards of defenders	Apply simple tactics and strategies when
necognise space to attack	Games that race against the clock, for	competing against others
Defend an area 1 V 1	example, encourages quick play	
		Contribute in discussions
Apply simple attacking and defending	Basic dodgeball games that recognise space,	
techniques	distance and awareness of others	Change direction maintaining control and balance
Demonstrate an awareness of others and	Opportunity to compete against others as a	
space to attack	team and as an individual	Show determination and begin to show
		resilience when competing against self and
Develop competence to excel in a broad		others
range of physical activities		
		Demonstrate a climate of joy, freedom,
Know, apply and understand key skills of a		respect and celebration
good performance		Children should show enjoyment in
		achieving tasks set out
		demeting tasks set out
		Know and explain key skills of a good
		performance
		Enjoy communication, collaboration and
		competition with others
	Psychomotor (physical)	
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

#### **Year 2 Awareness**

Learning Intentions	Learning Activities/Experience	Success Criteria
Children to use good awareness of other children in small and large areas with safety	Variety of games using SAQ equipment	Travel in small and large areas past moving children (traffic)
Effective use of change of speed and direction	Variety of games using guards  Relays travelling through and with equipment	Demonstrate/explain the importance of using equipment safely
Demonstrate quick decisions and good use of timing when travelling past others and when using equipment	Competing against others, groups and against the clock	Travelling with awareness of others whilst maintaining control of ball/equipment
Travel with good awareness whilst	Opportunities to compete against others/small teams or as individuals (1V1)	Change direction maintaining control and balance
maintaining good control of equipment  Show good awareness when competing against others	others/smail teams of as mulviduals (1V1)	Show determination and begin to show resilience when competing against self and others
Know, apply and understand key skills of a good performance		Demonstrate a climate of joy, freedom, respect and celebration
		Show enjoyment in achieving tasks set out
		Know and explain key skills of a good performance
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# **Year 2 Competitive**

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent	Competing against others, individuals, groups and against the clock	Travel past guards successfully when attacking an area
Attack an area when faced with an opponent	Improving personal best	Pick up appropriate positions when defending an area
Compete against yourself and/or others	1 V 1 games  Small teams games, for example, games	Show determination and begin to show resilience when competing against self and
Apply ABC skills where appropriate	where you can move on to the next level that increase in difficulty	others
Compete against others using a variety of equipment	Compete in modified sports/activities	Demonstrate a climate of joy, freedom, respect and celebration
Start to develop a knowledge of a variety of skills		Children should show enjoyment in achieving tasks set out
Develop competence to excel in a broad range of physical activities		Know and explain key skills of a good performance
Know, apply and understand key skills of a good performance		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### **Year 2 Dance**

Learning Intentions	Learning Activities/Experience	Success Criteria
Follow simple dance patterns	Teacher led activities	Copy simple dance patterns
Perform basic dance actions	Small group work creating actions	Create simple patterns as individuals and as
Apply control and fluency to actions		a group
Use expression when dancing	Clapping and performing actions to music	Link actions to make a dance phase
Combine actions to make simple dance patterns	Discussions in small and large groups	Perform a wide range of actions when dancing to music
Master simple fundamental movements		Demonstrate a climate of joy, freedom, respect and celebration
Create short sequences with a partner		Show enjoyment in achieving tasks set out
Develop competence to excel in a broad range of physical activities		Use control, coordination and timing when completing small sequences with a partner
Know, apply and understand key skills of a good performance		Demonstrate movements to music using flow, timing, coordination and balance
		Know and explain key skills of a good performance
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# **Year 2 Gymnastics**

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment.	Travelling under, over and through different pieces of equipment/apparatus	Travel safely around others whilst using equipment/apparatus
Apply balance agility and coordination whilst performing gymnastic skills	Performing small movement patterns/sequences as an individual and in small groups	Explain how we can extend different gymnastics skills
Perform a variety of gymnastic skills:  •Pencil roll	Model basic floor work	Begin to show the fundamental movements when performing gymnastic skills
•Star shape •Tuck	Travelling along a variety of apparatus	Demonstrate a climate of joy, freedom,
<ul><li>Straddle</li><li>Pike</li><li>Front and back support</li></ul>		respect and celebration  Show enjoyment in achieving tasks set out
•Jumps		Complete a forward roll from a low starting
Perform simple movement patterns		position
Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll		Perform a simple routine with good timing and flow
Perform simple sequences as an individual and with a partner		Know and explain key skills of a good performance
Develop competence to excel in a broad range of physical activities		Enjoy communication, collaboration and competition with others
Know, apply and understand key skills of a good performance	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# Year 2 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Show body control when travelling	Passing through SAQ equipment as	To be able to move limbs in coordination
Travel with awareness of others	individuals or as large groups	Travel in limited spaces avoiding contact
	Games that include	with other children
Recognise when to speed up and when to	guards/defenders/taggers	
slow down when using equipment	Travelling past lots of children (traffic) in	Apply effective use of speed when using a variety of equipment
Show coordination and balance within small	small and large spaces	variety of equipment
and big movements		Demonstrate a flowing motion when
Charren and in ation control and halance	Games include change of direction and	travelling through equipment
Show coordination control and balance when travelling through equipment	change of speed	Completing simple patterns and sequences
Apply agility, balance and coordination,		Change direction maintaining control and
individually and with others		balance
Master basic movements, including running		Show determination and begin to show
and jumping		resilience when competing against self and
Trough with control when troughing through		others
Travel with control when travelling through equipment		Demonstrate a climate of joy, freedom,
		respect and celebration
Know, apply and understand key skills of a		
good performance		Know and explain key skills of a good performance
		Periormande
		Enjoy communication, collaboration and
	Psychomotor (physical)	competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

#### **Year 2 Send and Receive**

Learning Intentions	Learning Activities/Experience	Success Criteria
Throw to a target	Repetition of sending and receiving a variety of equipment	Start to show consistency and some basic technique when throwing at a target
Throw a wide range of equipment at		
different targets	Competition throwing a variety of equipment at a variety of targets	Start to show consistency and some basic technique when throwing a range of
Use a variety of equipment to send and		equipment at a target
receive to a partner	Racing against a clock to see how many times you can hit a target successfully	Explain receiving techniques
Demonstrate and understand receiving		
techniques	Competing against others, 1v 1 or in small groups	Use and recognise why we use equipment safely
Demonstrate and understand sending		
techniques		Demonstrate a climate of joy, freedom, respect and celebration
Know and understand how to use equipment safely and with control		Show enjoyment in achieving tasks set out
Master throwing and catching techniques		Demonstrate sending techniques
Know, apply and understand key skills of a good performance		Know and explain key skills of a good performance
		Enjoy communication, collaboration and competition with others
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# **Year 2 Striking and Fielding**

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Learning Intentions	Learning Activities/Experience	Success Criteria
Apply receiving techniques	Repetition of sending and receiving	Send to a variety of targets
Apply receiving techniques in a small sided game/modified game	Small modified games	To be able to move limbs in coordination
	Repetition of striking	Travel in limited spaces avoiding contact with other children
Demonstrate quick decisions when striking and fielding	Games competing against others	with other children
Send and receive with accuracy		Apply effective use of speed when using a variety of equipment
Apply basic striking techniques		Demonstrate a flowing motion when travelling through equipment
Explain and demonstrate the importance of weight when sending and receiving		Completing simple patterns and sequences
Develop competence to excel in a broad range of physical activities		Change direction maintaining control and balance
Know, apply and understand key skills of a good performance		Show determination and begin to show resilience when competing against self and others
		Demonstrate a climate of joy, freedom, respect and celebration
		Apply basic techniques when striking a ball
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	Know and explain key skills of a good performance





End of Year Expectations	Year 3	Year 4
Dance	Perform basic dance actions in timing to a song/rhythm/beat Show flexibility, strength, technique, control and balance when performing to music Become increasingly competent and confident. Create appropriate actions/movements relating to a chosen song	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements  Complete dance actions using counts of 4 and 8
Gymnastics	Complete a forward roll from a high starting position. Link gymnastic skills together	Combine movements, actions and balances individually or collaboratively to create a routine.  Compare performances with previous ones and demonstrate improvements to achieve personal best.

End of Year Expectations	Year 3	Year 4
Sending and Receiving	Use a variety of equipment to send and receive to a partner Receive from a variety of heights, speeds, distances and angles Throw, catch, strike and field a ball with control/accuracy. Explain and apply sending and receiving techniques	Maintain control when travelling with equipment Begin to make good decisions to maintain possession Effective communication/signals to help maintain child in possession Master sending and receiving different objects
Swimming	Move in and around water confidently and competently.  Explore ways of swimming above and below the water.	Swim between 25-50m unaided. Apply breathing and surviving techniques Perform a variety of strokes
Athletics	Apply running techniques to improve performance Apply throwing techniques to improve performance Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games	Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Throw with coordination, force, distance, control and accuracy Compare own performances with previous ones

End of Year Expectations	Year 3	Year 4
Fundamental movements	Demonstrate control, coordination, agility and balance when travelling through equipment.  Apply basic principles suitable for attacking and defending Demonstrate resilience when participating in activities	Recognise when to use effective changes of speed and direction when competing in a game.  Negotiate space within a game to make quick decisions.  Master basic movements including running and jumping  Apply agility, balance and coordination skills, individually and with others
Tactics and Strategies	Develop strategies to cause problems for opposition.  Demonstrate resilience when participating in activities against the opposition.  Recognise transferable skills to use in a variety of sports.	Defend an area 1 V 1 or 2 v 2 using a plan Attack an area 1 V 1 or 2 v 2 using a plan Work collaboratively as part of a team Analyse own performance.
Competing	Compete against self and/or others using a variety of methods.  Start to develop a knowledge of a variety of skills and how to improve performances	Compare own performances with previous ones and identify areas for improvement Compete in modified sport/activities

End of Year Expectations	Year 3	Year 4
Striking and Fielding	Take up appropriate fielding position in relation to other children and the batter Apply basic principles for striking and fielding	Adapt ideas for striking and fielding strategies Strike a moving ball with control and accuracy Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter
Outdoor Adventurous Activities	Children understand the concept of a basic map and can follow simple route. Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team. Apply effective communication to solve simple problems.	Complete a simple orienteering course Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them. Children to self and peer asses routes followed on a map

# Year 3 PE Overview





Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Demonstrate control, coordination, agility and balance when travelling through equipment.  Apply basic principles suitable for attacking and defending  Demonstrate resilience when participating in activities	Gymnastics  Complete a forward roll from a high starting position.  Link gymnastic skills together	Perform basic dance actions in timing of a song/rhythm/beat  Show flexibility, strength, technique, control and balance when performing to music  Become increasingly competent and confident.  Create appropriate actions/movements relating to a chosen	Sending and Receiving  Use a variety of equipment to send and receive to a partner  Receive from a variety of heights, speeds, distances and angles  Throw ,catch, strike and field a ball with control/accuracy.  Explain and apply sending and receiving techniques	Tactics and Strategies  Develop strategies to cause problems for opposition.  Demonstrate resilience when participating in activities the opposition.  Recognise transferable skills to use in a variety of sports.  Compete against yourself and/or others using a	Athletics Apply running techniques to improve performance  Apply throwing techniques to improve performance  Take off, jump and land demonstrating control and balance  Compete against others in a variety
Lesson 2	Psychol	notor (physical) Cognit	ive (mental & psychologic	al) Affective (social & em	others using a variety of methods.  Start to develop a knowledge of a variety of skills and how to improve performances	of events/games  Striking and Fielding  Take up appropriate fielding position in relation to other children and the batter  Apply basic principles for striking and fielding

# Year 4 PE Overview





Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Recognise when to use effective changes of speed and direction when competing in a game  Negotiate space within a game to make quick decisions  Master basic movements including running and jumping  Apply agility, balance	Gymnastics  Combine movements, actions and balances individually or collaboratively to create a routine  Compare their performances with previous ones and demonstrate improvements to achieve personal best.	Outdoor Adventurous Activities  Complete a simple orienteering course  Identify how to improve a performance  Recognise skills that are important to the game/activity and select the appropriate time to use them.  Children to self and peer asses routes followed on a map	Sending and Receiving  Maintain control when travelling with equipment  Begin to make good decisions to maintain possession  Effective communication/signals to help maintain child in possession  Master sending and receiving different objects	Tactics and Strategies  Defend an area 1 V 1 or 2 v 2 using a plan  Attack an area 1 V 1 or 2 v 2 using a plan  Work collaboratively as part of a team  Analyse own performance.	Athletics Develop an awareness of time, speed and distance  Select appropriate speed when travelling at a variety of distances  Throw with coordination force, distance, control and accuracy  Compare own performances with previous ones
Lesson 2	and coordination skills, individually and with others.	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements  Complete dance actions using counts of 4 and 8	ive (mental & psychologica	al) Affective (social & em		Striking and Fielding Adapt ideas for striking and fielding strategies  Strike a moving ball with control and accuracy  Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

# Year 3-4 Medium Term Plans





### Year 3+4 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed	Passing through SAQ equipment as individuals or large groups	To be able to move limbs in coordination
Apply a variety of ways to travel in combination	Games that include guards/defenders/taggers	Travel in limited spaces avoiding contact with other children
Negotiate space within a game to make quick decisions	Travelling past lots of children (traffic) in small and large spaces at a variety of speeds	Demonstrate a smooth flowing motion when travelling through equipment
Recognise when to use effective changes of speed when competing in a game	Games include change of direction and change of speed	Complete foot patterns and sequences
Identify when to use effective changes of direction when competing against others	Small team games	Change speed and direction maintaining control and balance when competing against others
Demonstrate control, coordination, agility and balance when travelling through equipment	Games competing against others	Show determination and resilience when competing against self and others
Identify own and others technique that needs improvement.		Explain and describe running techniques and identify areas for improvement
Apply basic principles suitable for attacking and defending		Apply correct techniques for fundamental movements
Compare own performances with previous ones and identify areas for improvement		Demonstrate a climate of joy, freedom, respect and celebration
Demonstrate resilience when participating in activities		Show enjoyment in achieving tasks set out
	Psychomotor (physical)	Know and explain key skills of a good performance
	Cognitive (mental & psychological) Affective (social & emotional)	Enjoy communication, collaboration and competition with others

### Year 3+4 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop an awareness of time, speed and distance	Obstacle course showing variations of speed	Understand when to change speeds according to length of run/distance/time
	Races in small groups	
Select appropriate speed when travelling at		Select appropriate speed for the distance
a variety of distances	Competition – personal best, against others, against the clock, measuring distance	travelled
Apply running techniques to improve		Select appropriate force when throwing at a
performance	Travelling at speed in a variety of areas	target
Apply throwing techniques to improve performance	Competing in a variety of events	Explain key factors in a good performance
	Competing against previous performance	Throw with accuracy, balance and
Throw with coordination force, distance,		coordination
control and accuracy	SAQ work	
-1 60		Demonstrate determination and resilience
Take off, jump and land demonstrating control and balance		during and after events when competing against self and others
Compete against others in a variety of		Showing values of respect for others when
events/games		winning and losing
Compare own performances with previous		Demonstrate a climate of joy, freedom,
ones		respect and celebration
Develop an understanding of how to		Show enjoyment in achieving tasks set out
improve and evaluate own performance		
		Know and explain the key
Demonstrate resilience when participating in activities	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	skills of a good performance

### Year 3+4 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Pass and move maintaining control of the ball	Tag games	Pass and move demonstrating control and accuracy
	Games that include guards or defenders	
Start to show control of equipment when		Send and receive with good pace and
travelling at speed or competing against others	Games that race against the clock, for example, encourages quick play	distance
		Compete against others, individually and as
Apply basic strategies suitable for attacking and defending	Ball games that recognise space, distance and awareness of others	a group
		Apply simple tactics and strategies when
Make quick decisions whilst competing against others	Opportunity to compete against others as a team and as an individual	competing against others
		Contribute in discussions
Defend an area 1 V 1 or 2 v 2	Games that allow children to compete 1 V 1	
Attack an area 1 V 1 or 2 v 2	or 2 v 2	Apply transferable skills in a variety of competitions/games/events
	Repeat games changing the equipment	
Demonstrate an awareness of others and space to attack	(basketball-Hockey)	Change direction maintaining control and balance
Compare own performances with previous		Identify areas of a good performance and
ones and identify areas for improvement		make suggestions for improvement
Demonstrate resilience when participating in activities		Show determination and resilience when competing against self and others
		Demonstrate a climate of joy, freedom,
	Psychomotor (physical)	respect and celebration
	Cognitive (mental & psychological) Affective (social & emotional)	Know and explain key skills of a good performance

### Year 3+4 Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities for fair play when competing against others	Activities that remove children's sight	Demonstrate respect and fair play
Recognise how commitment and	Activities that remove children's hearing	Highlight positive impacts through achievement of others
letermination can impact performance	Activities that make children communicate	
Jse a variety of methods for communicating	with signals	Gain respect for different abilities
Be aware of how disabilities can affect		Understand the word determination
performance		Explain a variety of barriers for disability sports
		Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 3+4 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent	Competing against others, individuals, groups and against the clock	Travel past guards successfully when attacking an area
Attack an area when faced with an opponent	Improving personal best	Pick up appropriate positions when defending an area
••	1 V 1 games	
Compete against yourself and/or others		Show determination and resilience when
	Small teams games, for example, games	competing against self and others
Apply ABC skills where appropriate	where you can move on to the next level that	
Compete against others using a variety of	increase in difficulty	Apply transferable skills in a variety of competitions/games/events
equipment	Compete in modified sports/ activities	, , , , , , , , , , , , , , , , , , ,
		Improve owns performance from reflecting
Start to develop a knowledge of a variety of skills and how to improve performances	Repeat games changing the equipment (basketball-hockey)	on previous attempts
skins and now to improve performances	(basketball flockey)	Contribute to discussions with ideas for
Develop competence to excel in a broad range of physical activities	1 v 1 or 2 v 2 games	strategies/tactics
range of physical activities		Demonstrate a climate of joy, freedom,
Start to create ideas for simple strategies and tactics		respect and celebration
		Show enjoyment in achieving tasks set out
Compare own performances with previous		Show enjoyment in demoving tasks set out
ones and identify areas for improvement		Know and explain key skills of a good
Demonstrate resilience when participating		performance
Demonstrate resilience when participating in activities		Enjoy communication, collaboration and
in activities		competition with others
	Psychomotor (physical)	Competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

### Year 3+4 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create appropriate actions/movements relating to a chosen song	Teacher lead activities	Complete short sequences in a role of a character
6	Small group work creating actions	
Create appropriate actions to represent		Create small patterns as individuals and as
characters within a dance	Small group work creating sequences	a group
Perform basic dance actions in timing to a song/rhythm/beat	Clapping and performing actions to music	Link actions to make a dance phase
Perform small sequences with fluency	Clapping to beats in-between creating actions	Recognise and perform to actions linked to a piece of music
Complete dance actions using counts of 4 and 8	Discussions in small and large groups	Perform a wide range of actions when dancing to music
	Performances	
Use expression when dancing		Show enjoyment in achieving tasks set out
Create short sequences with a partner or a		Demonstrate movements to music using
small group		flow, timing, coordination and balance
Know, apply and understand key skills of a		Evaluate and improve own and others
good performance and make		performances suggesting ideas for
recommendations of how to make		improvement
improvements		Show flexibility, strength, technique, control
Show flexibility, strength, technique, control and balance		and balance when performing to music
and salarice		Enjoy communication, collaboration and
	Psychomotor (physical)	competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

### **Year 3+4 Gymnastics**

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment	Travelling under, over and through different pieces of equipment/apparatus	Travel safely around others whilst using equipment/apparatus
Apply balance agility and coordination whilst performing gymnastic skills	Performing small movement patterns/sequences as an individual and in small groups	Explain how we can extend different gymnastics skills and begin to suggest improvements for performance
Compare performances with previous ones and demonstrate improvements to achieve personal best	Model basic floor work	Demonstrate a climate of joy, freedom, respect and celebration
Link actions to create sequences of movements	Travelling along a variety of apparatus	Perform a variety of gymnastic skills, showing good flow and transition
Develop an understanding of how to improve and evaluate own performance/s		Show enjoyment in achieving tasks set out
Link gymnastic skills together		Complete a forward roll from a high starting position
Know, apply and understand key skills of a good performance		Perform a simple routine with good timing and flow
Explore apparatus, demonstrate control, balance and coordination		Know and explain key skills of a good performance
Perform a forward roll from a high start position		Enjoy communication, collaboration and competition with others
Combine movements, actions and balances individually or collaboratively to create a routine	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

# Year 3+4 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Change speed and direction showing body	Passing through SAQ equipment as	To be able to move limbs in coordination
control and balance	individuals or as large groups	
Turnel with according of athors	Compact that in all unda	Travel in limited spaces avoiding contact
Travel with awareness of others	Games that include	with other children
Recognise when to speed up and when to	guards/defenders/taggers	Apply effective use of speed when using a
slow down when using equipment	Travelling past lots of children (traffic) in	variety of equipment
slow down when dsing equipment	small and large spaces	variety of equipment
Show coordination and balance within small	Sman and large spaces	Demonstrate a flowing motion when
and big movements	Games include change of direction and	travelling through equipment
	change of speed	
Show coordination control and balance		Show skill and control in combination
when travelling through equipment	1v1 games	
		Select the appropriate skill to beat the
Apply agility, balance and coordination,	Travelling past guards/defenders	defender when faced with a 1v1 situation
individually and with others		
		Change direction maintaining control and
Travel with control when travelling through		balance
equipment		
Manage and conference has a still of a		Show determination and begin to show
Know, apply and understand key skills of a		resilience when competing against self and others
good performance		others
Show effective changes of speed and		Show enjoyment in achieving tasks set out
direction to travel past the defender		onest enjoyment in demoving tasks set out
and a constant pass and a constant		Know and explain the key skills of a good
		performance
	Psychomotor (physical)	
	Cognitive (mental & psychological)	Evaluate and recognise own success
	Affective (social & emotional)	

### Year 3+4 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Use a variety of equipment to send and receive to a partner	Repetition of sending and receiving a variety of equipment	Travel with equipment demonstrating good awareness and control
Master throwing and catching techniques	Competition throwing a variety of equipment at a variety of targets	Can receive away from other children
Know, apply and understand key skills of a		Contribute to effective communication to
good performance	Racing against a clock to see how many times you can hit a target successfully	keep possession
Receive from a variety of heights, speeds,	,	Recognise when to travel or when to pass
distances and angles	Competing against others or in small groups	
		Demonstrate a climate of joy, freedom,
Maintain control when travelling with equipment		respect and celebration
		Know and explain key skills of a good
Identify space when sending and receiving		performance and suggest ways to make improvements
Begin to make good decisions to maintain		
possession		Enjoy communication, collaborating and competing with others
Explain and apply receiving techniques		competing with others
Effective communication/signals to help maintain possession		
Start to recognise when to travel or when to pass		
Select appropriate speed, weight and distance when passing	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 3+4 Striking and Fielding

Learning Activities/Experience	Success Criteria
Batting lanes, bowling lanes	Begin to identify effective positions
Small sided games	Begin to recognise appropriate positions in
Attention of the sense.	relation to the batter and other children
Aiming at targets	Apply batting principles to strike a moving
Group work with repetition on striking and	ball
fielding	
	Identify and explain appropriate batting
	techniques
wen'ds bowning	Contribute to creating suitable strategies for
	striking and fielding
Psychomotor (physical) Cognitive (mental & psychological)	
	Small sided games  Aiming at targets  Group work with repetition on striking and fielding  Pair work working on striking and fielding as well as bowling  Psychomotor (physical)

Summer 1 Year 3+4	<b>Outdoor Adventurous Activity</b>	(Orienteering)
Learning Intentions	Learning Activities/Experience	Success Criteria
Children understand the concept of a basic map and can follow simple route	Whole class competitions naming symbols	Travel past guards/defenders successfully
Children to self and peer asses routes	2v2 Challenges naming symbol cards	Communicate and problem solve in small groups
followed on a map	Following simple trails on simple maps	Work co-operatively with others in a team
Apply effective communication to solve	Identifying locations on a map in small	
simple problems	groups	Identify, explain and apply different orienteering skills
Work in small groups to create effective strategies for visiting control points	Pinpointing locations on school maps	Recognise symbols on a variety of maps
Complete a simple orienteering course	Setting up orienteering courses in small groups	Complete an orienteering course
Identify locations using a map	Creating drawings using scale	Pinpoint locations on a map using different methods
Consider health and safety as well as travelling time when locating possible	Completing orienteering courses	Enjoy communication, collaboration and
routes to locations	Analysis	competition with others
Pinpoint locations using lining up techniques	(Written, verbal, visual/tablet)	
Work co-operatively with others in a team		
Identify how to improve a performance		
Recognise skills that are important to the game/activity and select the appropriate time to use them	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	





End of Year Expectations	Year5	Year 6
Dance	Move in time to music, creating movements that express the meaning and mood of the piece Create short dance routines that relates to a piece of music Explain decisions when creating/choosing movements that feature in a short routine Perform short routines with good timing	Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance •Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected
Gymnastics	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength Compare performance to previous ones and make suggestions for improvements	Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence Explain ways to improve their own performance in order to achieve their personal best Perform sequences on multiple levels using space expressively

End of Year Expectations	Year 5	Year 6
Sending and Receiving	Use different techniques to travel, pass/shoot in a variety of modified games Develop an understanding of how to improve and evaluate own performance Throw and catch constantly from a variety of heights, angles and distances	Understand and show how a team can retain possession Maintain possession when competing against equal numbers Make effective choices of when to send or travel when competing against others. Send and receive accurately whilst travelling
Swimming	Swim between 50 and 100m using 3three strokes, sustaining swimming over an extended time Show a problem solving approach to survival Perform safe self-rescue in different water-based situations	Swim over 100m using 3 strokes, at a sustainable pace Perform a wide range of survival techniques
Athletics	Demonstrate an awareness of speed and distance when competing against others. Explain the importance of breathing techniques and the effect it can have on the body	Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best

End of Year Expectations	Year 5	Year 6
Fundamental movements	Recognise when to use effective changes of speed when competing in a game Demonstrate fast reactions, control and balance when travelling past others	Adapt movements in response to other children's actions, movements/locations Negotiate space within a game to make quick decisions.  Apply a range of skills that could offset defenders
Tactics and Strategies	Identify skills that are transferable to other sports/activities Recognise what works well and what changes would need to be made to improve performance Attack an area 3 V 3 or 4 v 4 using a plan	Recognise the main aspect of a good performance from the opposition Create tactics and strategies to combat other teams performance Defend an area 3 V 3 or 4 v 4 using a plan Identify suitable attacking and defending methods and adapt from the opposition
Competing	Recognise skills that are important to the game and apply where necessary. Recognise different responsibilities within formation when competing as a team Show resilience when competing as an individual or a team,	Use and adapt tactics choosing the most effective one for different situations Explain the importance of attacking at speed Make more than 1 suggestion of how to defend as a team

End of Year Expectations	Year 5	Year 6
Striking and Fielding	Strike a moving ball with control and accuracy Throw at a target with speed and accuracy when competing Recognise danger areas when fielding and react to situations presented by batting children	Set up appropriate fielding positions as a team and as an individual Perform an over arm bowl with good weight and speed Use effective communication when batting
Outdoor Adventurous Activities	Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and Birdseye view	Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

# Year 5 PE Overview





Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Recognise when to use effective changes of speed when competing in a game  Demonstrate fast reactions, control and balance when travelling past others	Gymnastics  Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength  Compare performance to previous ones and make suggestions for	Dance  Move in time to music, creating movements that express the meaning and mood of the piece  Create short dance routines that relates to a piece of music  Explain decisions when creating/choosing	Use different techniques to travel, pass/shoot in a variety of modified games  Develop an understanding of how to improve and evaluate own performance  Throw and catch constantly from a	Tactics and Strategies  Identify skills that are transferable to other sports/activities  Recognise what works well and what changes would need to be made to improve performance  Attack an area 3 V 3 or 4 v 4 using a plan	Athletics  Demonstrate an awareness of speed and distance when competing against others.  Explain the importance of breathing techniques and the effect it can have on the body.
Lesson 2		Outdoor Adventurous Activities  Create a simple trail on a orienteering map  Pinpoint locations using lining up techniques  Create a simple map using scale and Birdseye view  Psychomotor (physic	movements that feature in a short routine  Perform short routines with good timing  cal) Cognitive (mental &	variety of heights, angles and distances  psychological) Affective	Recognise skills that are important to the game and apply where necessary.  Recognise different responsibilities within formation when competing as a team.	Striking and Fielding Strike a moving ball with control and accuracy  Throw at a target with speed and accuracy when competing  Recognise danger areas when fielding and react to situations presented by batting children

# Year 6 PE Overview





Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Adapt movements in response to other children's actions, movements/locations  •Negotiate space within a game to make quick decisions.	Gymnastics Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence. Explain ways to improve their own performance in order to achieve their personal best. Perform sequences on multiple levels using space	Dance  Create a dance routine with a partner or a small group that has the following:  •Appropriate actions/movement s relating to a chosen song. •Appropriate actions to	Sending and Receiving  .Understand and show how a team can retain possession.  Maintain possession when competing against equal numbers.  Make effective	Tactics and Strategies  Recognise the main aspect of a good performance from the opposition.  Create tactics and strategies to combat other teams performance.	Athletics  Evaluate and highlight areas for improvement when Jumping, sprinting and throwing to achieve personal best
Lesson 2	Apply a range of skills that could offset defenders  Psychomotor (physical parts)	expressively.  Outdoor Adventurous Activities  Evaluate other children's decisions when pinpointing locations on a map  Explain the importance of symbols, fractions and travelling speeds hen completing an orienteering course	represent characters within a dance. •Combine dance actions in timing of a song/rhythm/beat •Include a variety of Expressions to match movements, actions and the song selected.  & psychological) Affective	choices of when to send or travel when competing against others.  Send and receive accurately whilst travelling	Defend an area 3 V 3 or 4 v 4 Using a plan  Identify suitable attacking and defending methods and adapt from the opposition.  Make more than 1 suggestion of how to defend as a team.	Striking and Fielding  Set up appropriate fielding positions as a team and as an individual  Perform an over arm bowl with good weight and speed  Use effective communication when batting

# Year 5-6 Medium Term Plans





### Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed	Passing through SAQ equipment as individuals or as large groups	To be able to move limbs in coordination
		Travel in limited spaces avoiding contact with other
Negotiate space within a game to make quick decisions	Games that include guards/defenders/taggers	children
	Travelling past lots of children (traffic) in small and	Demonstrate a smooth flowing motion when
Recognise when to use effective changes of speed when competing in a game	large spaces at a variety of speeds	travelling through equipment
	Games that include change of direction and change	Completing foot patterns and sequences
Demonstrate control, coordination, agility and	of speed	
palance when travelling through equipment	Small toom comes	Change speed and direction maintaining control
Apply basic principles suitable for attacking and	Small team games	and balance when competing against others
lefending	Games competing against others	Show determination and resilience when competing against self and others
Compare own performances with previous ones		
and identify areas for improvement		Explain and describe running techniques and identify areas for improvement
Demonstrate resilience when participating in		
ctivities		Apply correct techniques for fundamental movements
Apply a range of skills that could offset defenders		
dapt movements in response to other children's		Demonstrate a climate of joy, freedom, respect and celebration
actions, movements/locations		Know and explain key skills of a good performance
Combine SAQ skills when travelling through a range		kilow and explain key skills of a good performance
of equipment and demonstrate good body control		Make quick, effective decisions when travelling past defenders/guards
dentify and evaluate others performances when		
ravelling through SAQ equipment		Can travel through a variety of equipment,
emonstrate fast reactions, control and balance	Development on (releasing 1)	demonstrating body control and balance/awareness
when travelling past others	Psychomotor (physical)	balance/awareness
then traveling past others	Cognitive (mental & psychological) Affective (social & emotional)	Can use key aspects of a good performance and explain ways to improve

### Year 5+6 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Apply an awareness of time, speed and distance	Obstacle course showing variations of speed	Understand when to change speeds according to length of run/distance/time
Select appropriate speed when travelling at a variety of distances	Races in small groups	Select appropriate speed for the distance travelled
Apply running techniques to improve performance	Competition – personal best, against others, against the clock, measuring distance	Select appropriate force when throwing at a target
Apply throwing techniques to improve	Travelling at speed in a variety of areas	Explain key factors in a good performance
Throw with coordination force distance central	Competing in a variety of events	Throw with accuracy, balance and coordination
Throw with coordination, force, distance, control and accuracy	Competing against previous performance	Demonstrate determination and resilience during and after events when competing against self and
Take off, jump and land demonstrating control and balance	SAQ work	others
Compete against others in a variety of events/games		Show values of respect for others when winning and losing
Compare their own performances with previous		Demonstrate a climate of joy, freedom, respect and celebration
ones Charles de la constant de la co		Show enjoyment in achieving tasks set out
Develop an understanding of how to improve and evaluate own performance		Know and explain key skills of a good performance
Demonstrate resilience when participating in activities		Enjoy communication, collaboration and competition with others
Compete in a relay race, maintaining speed throughout change over		Swap baton over during relay race whilst maintaining good flow and speed
Apply throwing techniques to develop power and accuracy	Psychomotor (physical)	Apply power whilst maintaining accuracy when throwing a variety of athletic equipment
Create and develop tactics and strategies for when competing as an individual and as a team when	Cognitive (mental & psychological) Affective (social & emotional)	Adapt tactics and strategies when necessary when competing in a variety of athletic events.

### Year 5+6 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with control of equipment when travelling at speed or competing against	Tag games	Compete against others, individually and as a group
others	Games that include guards or defenders	
Create and apply strategies suitable for attacking and defending	Games that race against the clock, for example, encourages quick play	Create tactics and strategies when competing against others
		Evaluate own teams performance
Make quick decisions whilst competing against others	Ball games that recognise space, distance and awareness of others	Receive in open spaces when attacking
Defend an area 2 v 2, 3 v 3	Opportunities to compete against others as a team and as an individual	Apply transferable skills in a variety of competitions/games/events
Attack an area 2 v 2, 3 v 3		
Attack with speed and control	Games that allow children to compete 2 v 2 or 3 v 3	Attack with speed and purpose
Exploit space when attacking	Repeat games changing the equipment (basketball-hockey)	Identify areas of a good/bad performance and make suggestions for improvement
Recognise when to tackle or when to defend a space		Show determination and resilience when competing against self and others
Demonstrate an awareness of others and space to attack		Demonstrate a climate of joy, freedom, respect and celebration
Identify areas for improvement from your owns teams performance and make		Show enjoyment in achieving tasks set out
suggestions for development		Know and explain key skills of
Demonstrate resilience when participating in activities	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	a good performance

### Year 5+6 Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities of fair play when competing against others	Compete in the following:	Demonstrate respect and fair play
Recognise how commitment and	•Activities that remove children's sight	Highlight positive impacts through achievement of others
determination can impact performance	•Activities that remove children's hearing	achievement of others
Use a variety of methods for communicating	•Activities that make children communicate	Gain respect for different abilities
	with signals	Understand the word determination
Be aware of how disabilities can affect performance		Explain a variety of barriers for disability
Seriormanee		sports
		Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological)	

# Year 5+6 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area as a tem when faced with opponents	Competing against others, individuals, groups and against the clock	Pick up appropriate positions when defending an area against others
Attack an area as a team when faced with opponents	Improving personal best	Show determination and resilience when competing against self and others
Compete against yourself and/or others	1 v 1 games  Small teams games, for example, games	Apply transferable skills in a variety of competitions/games/events
Compete against others using a variety of equipment	where you can move on to the next level that increase in difficulty	Improve owns performance from reflecting
Evaluate others and make suggestions of	Compete in modified sports/activities	on previous attempts
way to Improve performances	Repeat games changing the equipment	Adapt strategies/tactics depending on previous performances.
Adapt strategies and tactics	(basketball-hockey)	
Compare own performances with previous ones and identify areas for improvement	2 v 2 games	
Demonstrate resilience when participating in activities		
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 5+6 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create a dance routine with a partner or a small group that has the following:	Small group work creating actions	Complete short sequences in a role of a character
	Small group work creating sequences	
•Appropriate actions/movements relating to		Create small patterns as individuals and as
a chosen song	Discussions in small and large groups	a group
Appropriate actions to represent characters		
within a dance	Performances	Link actions to make a dance phase
Combine dance actions in timing of a song/rhythm/beat		Recognise and perform to actions linked to a piece of music
Include a variety of expressions to match movements, actions and the song selected		Perform a wide range of actions when dancing to music
movements, actions and the song selected		dancing to music
Creativity		Children should show enjoyment in achieving tasks set out
Show flexibility, strength, technique, control		
and balance		To demonstrate movements to music using flow, timing, coordination and balance
		Evaluate and improve own and others
		performances suggesting ideas for improvement
		Show flexibility, strength, technique, control
		and balance when performing to music
	Psychomotor (physical)	
	Cognitive (mental & psychological)  Affective (social & emotional)	Enjoy communication, collaboration and competition with others

### Year 5+6 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
To copy or create and link movement phrases	Travelling under, over and through different pieces of equipment/apparatus	Perform a variety of gymnastic skills, showing good flow and transition from high to low
Identify and improve own performance	Performing small movement patterns/sequences as an individual and in	Perform a simple routine with good timing
Work collaboratively with others to improve a performance	small groups	and flow
Include different apparatus into a sequence	Model floor work	Know and explain key skills of a good performance
	Incorporate a variety of apparatus	
Transition from skill to skill with good flow and balance		Enjoy communication, collaborating and competing with others
Demonstrate an understanding of how to improve and evaluate own performance/s		Make suggestions to others of how to improve a performance.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 5+6 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise when to speed up and when to slow down when using equipment	Passing through SAQ equipment as individuals or as large groups	Apply effective use of speed when using a variety of equipment
Show coordination and balance within small and large movements	Games that include guards/defenders/taggers	Show skill and control in combination
Show coordination, control and balance when travelling through equipment	Travelling past lots of children (traffic) in small and large spaces	Select the appropriate skill to beat the defender when faced with a 1v1/2v2 situation
Apply agility, balance and coordination,	Games include change of direction and	Explain why and how to apply SAQ skills
individually and with others  Know, apply and explain key skills of a good	change of speed  1v1 games	Show determination and begin to show resilience when competing against self and
performance  Chave effective charges of an add and	Travelling past guards/defenders	others
Show effective changes of speed and direction to travel past the defender		Create new skills that challenge children's balance and coordination
Explain a verity of skills that could be transferred into main stream sports		Demonstrate a climate of joy, freedom, respect and celebration
Create new ways to travel trough equipment whilst applying SAQ skills from		Show enjoyment in achieving tasks set out
previous lessons		Know and explain key skills of a good performance
		Evaluate and recognise own success
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 5+6 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Master throwing and catching techniques when travelling	Repetition of sending and receiving a variety of equipment	Travel with equipment demonstrating good awareness and control
Know, apply and understand key skills of a good performance and make suggestions for	Competition throwing a variety of equipment at a variety of targets	Can receive away from other children
improvement	Racing against a clock to see how many times	Contribute to effective communication to keep possession
Receive from a variety of heights, speeds, distances and angles	you can hit a target successfully	Recognise when to travel or when to pass
Maintain control when travelling with	Competing against others or in small groups	Demonstrate a climate of joy, freedom,
equipment	Modified sports and activities allowing up to 4v4/5v5	respect and celebration
Identify space when sending and receiving		Recognise when to apply speed to an attack.
Make good decisions to maintain possession		Select the appropriate pass for the distance/obstacles/pressure required
Explain and apply receiving techniques		Know and explain key skills of a good
Effective communication/signals to help maintain child in possession		performance and suggest ways to make improvements
Recognise when to travel or when to pass		Enjoy communication, collaboration and competition with others
Select appropriate speed, weight and distance when passing		·
Select the correct pass type to maintain possession in a game/activity	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

### Year 5+6 Striking and Fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Strike a moving ball with control and accuracy	Batting lanes, bowling lanes	Identify effective positions for fielding
,	Small sided games	Recognise appropriate positions in relation
Set up appropriate fielding positions as a		to the batter and other children
team and as an individual	Aiming at targets	Apply batting principles to strike a moving
Recognise danger areas when fielding and	Group work with repetition on striking and	ball
react to situations presented by batting	fielding	
children		Identify and explain appropriate batting
Throw at a target with speed and accuracy	Pair work working on striking and fielding as well as bowling	techniques
when competing	wen as bowning	Contribute to creating suitable strategies for
		striking and fielding
Perform an over arm bowl with good weight		Complete on ever own boultes
and speed		Complete an over arm bowl to a medium/large target
Use effective communication when batting		
	Psychomotor (physical)	
	Cognitive (mental & psychological) Affective (social & emotional)	

### **Year 5 + 6 Outdoor and Adventurous Activity**

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain the differences between similar looking orienteering symbols	Competitions identifying symbols  Competitions identifying locations on a map	Highlight the importance of knowing your symbols
Create a simple trail on a orienteering map	Creating and analysing locations on a map	Include fractions within locating/pinpointing locations on a map
Pinpoint locations using lining up techniques	Create and analyse scale drawings	Create and complete trails on a map
Create a simple map using scale and birdseye view	Large scale fractions activities	Make suggestions for improvements within a variety of tasks in pairs and in a small
Evaluate other children's decisions when pinpointing locations on a map	Team games (problem solving)	group
Explain the importance of symbols, fractions and travelling speeds w hen completing an orienteering course		
Work effectively as a team to complete an orienteering course		
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	