



Bromesberrow St. Mary's Physical Education Long Term Plan.

Intent: Our curriculum develops pupils' aspirations so that they strive to 'Reach for the Stars' and 'Shine Together'. The PE curriculum promotes opportunities for children to be motivated, respectful and co-operative within sport and develop the perseverance and resilience to feel success within their sporting ability. We aim to enrich our pupils' time in our school with memorable experiences. We carefully plan the subject knowledge, skills and vocabulary, in line with our school values as learning drivers to success (motivation, perseverance, pride, respect, cooperation and kindness), so that our students have the tools to be successful in learning and in life. We aim to improve the wellbeing and fitness of all students, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes – building character, and help embed fairness and respect with a healthy/active body and mind.

In line with the National Curriculum Bromesberrow St Mary's C of E Primary School aims to ensure that all our 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.

Implementation:

PE is taught for 2 hours each week covering 1 sporting focus each half term alongside fitness sessions throughout the week and Forest School. Our carefully planned curriculum, provides clear progression from Preschool to Year 6, cross curricular links and the physical, social, emotional objectives. Children are encouraged to participate in lunch time sports activities and after school sport clubs. Children are encouraged to participate in competitive sporting events, which are arranged throughout the year. There are also many opportunities for children to attend, as a spectator, major sporting events. At Bromesberrow St. Mary's school our approach to Physical Education is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum and Early Years Statutory Framework for Physical Education ensuring their knowledge and skills are being develop from previous year's objectives. With this in mind, each half term, the children learn the skills of and gain experience in a different sport, with the effect of health and exercise being highlighted throughout.



Sporting opportunities within school as extra-curricular: multi-skills club, rugby club, netball club, rounders club, gymnastics club, dance club, Cricket club, Oaker wood, Forest School, Trim trail, mud kitchen, adventure playground, bell-boating.

Sporting opportunities for competitive sport: Tewkesbury cricket tournaments, Ledbury Rugby Festival, Football competitions between local schools, watching Basketball finals in Birmingham, sports day.

Impact:

The impact of our PE curriculum will be monitored through careful assessment, pupil voice and lesson observations. The carefully designed curriculum ensures children are ready for the next stage of the learning. The curriculum will impact upon our children whereby we will have learners who understand the importance of physical activity as part of their wealth and wellbeing. They have the opportunities to develop their core skills and can apply them confidently across a range of competitive sports. Bromesberrow will have children who participate in physical activities in a fair and cooperative manner, always 'Shining Together, We reach for the Stars' and respecting others for doing the same. During this participation, they will feel a sense of pride in their abilities. Children will go through life with an understanding of how their bodies respond to exercise and how keeping fit will benefit their lives.



Pre-school: Children are provided with opportunity to explore and develop their fine and gross motor skills to develop their strength, co-ordination, stability, balance, agility and positional awareness.

Reception: Children show good control and co-ordination in large and small movements (Fine and Gross Motor Skills). They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing and scissors for cutting.

<p>Early Years Statutory Framework Physical Development</p>	<p>Pupils should be taught:</p> <p>Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing
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Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

<p>National Curriculum Objectives</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>Perform dances, using simple movement patterns.</p>
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Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should



develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

National Curriculum Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
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SEND

Our curriculum has been built to ensure all children can access physical education in a way that works with their ability. Through adaptive teaching, in the moment teachers have had the professional development to adapt to the needs of individual children.

For example: breaking lessons into smaller chunks, rephrasing information so that it is accessible for all, allow times for questioning, pre-teach the lessons skills that will be taught that day, ensure explanations are not too 'wordy' and use key words, signs, symbols and simple language, adapt the space available, use of adapted equipment, peer support or targeted support from the teaching/ teaching partner, time to practice the skill, show examples of finished skill, use of modelling to support a step by step process, ensure vocabulary becomes embedded by referring to it regularly during lessons whilst modelling, provide them with larger scale equipment or targets to work with, break the lessons up into chunks so that it is manageable for all, encourage time to talk, think and share ideas and small group learning.

Where necessary, we seek the support of physiotherapists and use the Fizzy programme as intervention.



Class One (Preschool)

Our Pre-school children have the opportunity through play and repeated opportunities to develop their physical abilities.

Objectives for Pre-School:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet. (climbing mountain)
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large muscle movements – dancing with flags/ ribbons.
- Take part in group activities, which they make up for themselves or as part of a team.
- Alternate their movements depending on the goal they want to achieve e.g. crawl or run depending on the space available.
- Confidence building in the use of their movements in different scenarios.
- Show a preference for a dominant hand.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Games to achieve these objectives:

- Obstacle course (jumping small hurdle, climbing threw a hoop, walking along a bench etc).
- Sticky ball (Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor by moving it around the body in different ways) (use different sized balls for challenge).
- Striking and kicking stations.
- Rolling
- Small world play/ gardening.

Vocabulary

Ball, throw, kick, run, jump, dance, balance, crawl, up, down, skip, hop, balance.

Class One (EYFS and Y1)

Autumn 1



Topic: Multi Skills

Spatial awareness and ball skills.

Objective for Preschool

- Take part in group activities, which they make up for themselves or as part of a team.
- Show a preference for a dominant hand.
- Roll different objects to see what happens when pushing.
- Exploring what happens when bouncing different objects.
- Kick different sized balls
- Throw different sized balls
- Start to show attempts at catching objects (ball to be of a larger size for child to feel success)

Objectives for Reception:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows a preference for a dominant hand.
- Shows some understanding that good practices with regard to exercise can contribute to good health.
- Underarm throwing
- Walking whilst balancing a bean bag on their head and walking in different directions.
- Passing objects around different parts of their body e.g. bean bag, ball
- Looking at a target (aiming)
- Throw into spaces, over lines and into targets
- Rolling and receiving the ball individually and with a partner
- Throwing and catching the ball high and low
- Stepping in and out, jumping over different heights appropriate to their size and abilities e.g. hoops, small hurdle.
- Travel in different ways
- Able to move to get in line with the ball when passing it.
- Participate in a warm up.

Objectives Year 1:

- Work cooperatively in a team and follow rules.
- To participate in games with an opposing team.



- Use different movements, running, jumping, throwing, catching.
- Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking, balancing, rolling and passing).
- Use hands/ feet to control a ball.
- Balance a ball on a racket.
- Dribble a ball.
- Two handed strike (ball/racket).
- Move the ball around different parts of the body – rolling, passing and balancing.
- Able to pat and bounce a ball to then use this skill in games.
- Throw and catch using different equipment.
- With increased confidence, throw and catch a ball with one hand.
- Aiming- using different equipment.
- Aiming onto/over lines, at targets, hoops, skittles with increased accuracy
- Partake in partner aiming games cooperatively and with more competence
- Begin to recognise why we warm up.
- Balance a ball on a bat with control
- In a controlled way, hit a ball upwards/ downwards with a bat.
- Strike a ball to a partner – both along the ground and in the air.
- Begin to strike a ball rolled or thrown by a partner.
- Skipping with a rope with more accuracy
- Develop playing in cooperative games to practise and progress various sending and receiving skills.
- Children start to show the confidence to change and adapt rules of games to make them more challenging.

Games to achieve these objectives:

- Traffic light game.
- Relays.
- Obstacle course (jumping small hurdle, climbing threw a hoop, walking along a bench etc).
- Sticky ball (Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor by moving it around the body in different ways).
- Striking and kicking stations.
- Carousal (hop scotch, throw and catch, obstacle cause, running course where they have to carry a ball to then tap at the finish line).



- Rolling hoops around the ground.
- Using skipping ropes to make different shapes on the ground and travel around them in different ways e.g. skip, hop, crawl, walk, jog and run.
- Using the bat to move the ball along the ground on their own and then with a partner.
- Balance a ball on a bat whilst standing and walking – map a road, red light green light game.

Vocabulary

Preschool: ball, bounce, kick, roll, push, throw, catch

Reception: direction, control, rolling, aiming, balance, throw, bounce, kick, push, catch, ball, bat, racket, healthy, underarm, pass, target, receive, high/low, stepping, over, travel, warm up

Year 1: control, rolling, aiming, balance, throw, bounce, kick, push, catch, ball, bat, racket, healthy, underarm, pass, target, high/low, stepping, over, travel, warm up, space, Safe stopping, pathways, awareness, dodging, direction, control, accuracy, opposite foot forward, pace of ball, sending, receiving, getting in line with the ball, hands, feet, dribble, skip, cooperatively, team, rules, opposing, coordination, stopping, dribble, two handed, strike, body, equipment.

Autumn 2

Topic: Dance

Preschool:

- Develop movement – turn, jump, skip, travel
- Use large muscle groups e.g. waving flags and dance with ribbon.
- Hold a pose – balancing (musical statues)
- Take part in group activities.

Reception:

- Experiments with different ways of moving.
- Show movement linked to emotion.
- Be aware of space around them and move safely
- Make simple shapes with their bodies
- Travel on feet in a variety of ways (jump, skip etc) and showing different rhythms and speeds
- Start to recognise repeated sounds and sound patterns.
- With guidance, match movements to music



- Travel with increased control and coordination
- Copy simple shapes and create some of their own
- Perform short dances within a planned structure
- Begin to move on different levels and directions
- Begin to recognise a change in speed and use changes of speed within their movement.
- With support, match movements to music
- Being to describe their own actions and the actions of others using more appropriate vocabulary.
- To 'freeze' with control.
- To turn at different levels
- To rise and fall using different speeds
- With support, use different parts of their bodies to communicate imaginative ideas.
- Remember and perform short phrases of movement.
- Create their own dances.
- Distinguish, with support, different shapes – stretched, curled, wide and thin.
- Begin to create pathways and patterns on the floor and in the air, with support.
- Work cooperatively with a partner
- Start to link different shapes with their bodies, with support.
- To talk about dance and explain why they liked or did not like it.
- Join in on warm ups and begin to join in on conversations around how exercise keeps you healthy.

Objectives Year 1:

- Copy some moves.
- Move to a beat.
- Develop control of movement using:
 - Actions (WHAT) – travel, stretch, twist, turn, jump, gesture, stillness and skip.
 - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others.
 - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions.
 - Dynamics (HOW) – slowly, quickly, with appropriate expression.
- Link 2 dance moves together.
- Move spontaneously showing some control and co-ordination.



- Move with increased confidence when walking, hopping, jumping, and landing.
- Move with rhythm in the above actions.
- Demonstrate good balance.
- Move in time with music Co-ordinate arm and leg actions (e.g. march and clap).
- Interact with a partner (e.g. holding hands, swapping places, meeting and parting).
- Respond to own work and that of others when exploring ideas, feelings and preferences,
- Recognise the changes in the body when dancing and how this can contribute to keeping healthy.
- To make rounded and spiky shapes with their bodies and create different patterns in the air and on the floor.
- To know and perform basic dance skills in relation to dance ideas.
- Observe others dancing and describe what they see.
- To talk about how their bodies feel after dance activities.
- To work with an adult and show some independence when confident, to create movement ideas in response to a story or repeated rhythm.
- From the moves they have practised, create a dance.
- Begin to have opportunities to improvise – with a more immediate response.
- Begin to show an understanding that dance can be used to communicate ideas and unfold characters/stories.

Ways to achieve these objectives:

- Miming – my turn, your turn (could be morning routine actions)
- Bubble game (everyone stays in their space and explores different ways of moving)
- Hoop game (children place a hoop on the floor, whilst the music plays they explore different ways of moving. Once music stops they jump into a hoop. Overtime, take hoops away for children to share hoops).
- Emotion movement (tired, happy, sad, excited, surprised etc).
- Ribbon dancing.
- Isolate which body part to you e.g toes and hands.
- Use a piece of music and give it a story E.G you're walking around the park, going on a bear hunt.
- Mirror partners movement.
- Themed dances.



Vocabulary

Preschool: movement, pose, dance, turn, jump, skip, travel, music.

Reception: movement, pose, dance, turn, jump, skip, travel, music, emotion, space, shapes, rhythms, speeds, sounds, sound patterns, control, coordination, shapes, create, perform, directions, levels, action, freeze, rise, fall, imagination, stretch, curled, wide, thin, patterns, cooperation, partner, group, healthy, warm up, hop, land, walk, forwards, backwards,

Year 1: movement, pose, dance, turn, jump, skip, travel, music, emotion, space, shapes, rhythms, speeds, sounds, sound patterns, control, coordination, shapes, create, perform, directions, levels, action, freeze, rise, fall, imagination, stretch, curled, wide, thin, patterns, cooperation, partner, group, healthy, warm up, hop, land, walk, forwards, backwards, phrases, pathways, beat, twist, gesture, stillness, resting, sideways, high, low, awareness of space/others, actions, slow, quick, expression, link, control, coordination, balance, in time, interact, rounded, spikey, observe, create, improvise, communicate, story, shake, twist, bend, obstacle, touch, middle, side, corners, parts of the body, nod, mirroring, position, emotion, feeling, silently, gently, share, breathing, jog, run, walk, march, clap, turn, travel, stretch, landing, meeting, parting, exercise,

Spring 1

Topic: Gymnastics

Objectives Preschool:

- Develop movement using different parts of their bodies.
- Alternate their movement.
- Jumps off a low object and lands with increased balance
- Travels around, under, over and through balancing and climbing equipment.
- Complete a 2 foot jump
- Go up steps and stairs, or climb up apparatus using alternate feet.

Objectives Reception:



- Jumps off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- To explore space
- Use a range of footwork (large/small, quietly/heavily, springy, flat) whilst travelling.
- Show an awareness of parts of the body.
- Move in different directions.
- Travel on hands and feet
- Travel high and low
- Travel with as much of their body on the floor as possible.
- To complete curled up balances
- To travel in a curled position
- To complete stretch balances
- To travel in stretched out positions
- With support, put together curled and stretched movements.
- Travel on feet
- To complete a 1 foot to 2 foot jump
- Begin to join together low and high movements
- Complete a sideways roll with some support

Objectives Year 1:

- Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.
- Complete a tucked jump.
- Teach sequence to a partner and perform together.
- Explore the 5 basic shapes: straight/tucked/star/straddle/pike.
- Balance in these shapes on large body parts: back, front, side, and bottom.
- Travel in different directions – hop, skip, jump, bounce.
- Complete 1 step to 2 step jump
- Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
- Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.
- Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).

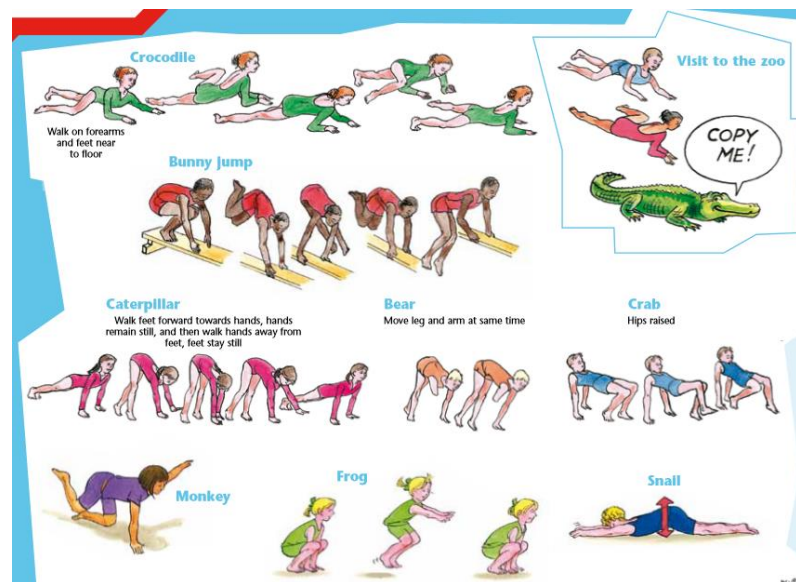


- Balance on one leg and on apparatus.
- Begin to travel on hands and feet (hands flat on floor and fully extend arms) in long and narrow, wide and short shapes.
- Monkey walk (bent legs and extended arms).
- Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).
- Bunny hop (transfer weight to hands).
- Explore shape in the air when jumping and landing with control (e.g. star shape, thin shapes)
- Complete movements of high and low levels.
- Travel on different spaces e.g. floor/ beam.
- Continue to develop control in different rolls.
- Pencil roll – from back to front keeping body and limbs in straight shape.
- Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.
- Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.
- Begin forward roll (crouch in tucked shape, feet on floor, and hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position).
- Begin to join short sequences with increased smoothness and speeds.
- Discover which body parts you can rock upon.
- Complete different stretch balances showing wide and narrow shapes.



Ways to achieve these objectives:

- Simon says
- Using equipment to travel from high to low.
- Balance using equipment (ball, bean bag).



Shape	Picture	Looking for...
Tuck		Straight back Toes pointed Legs together, NOT crossed
Straddle		Straight back Arms out to the sides and extended Legs straight with pointed toes
Pike		Straight back Arms by ears reaching up Legs straight and together Toes pointed
Star		On back Extending legs and arms Toes pointed
Dish		Lying on back, arms on legs Round back, Lifting head and legs off the floor
Arch		Lying on front, arms by ears Lifting up arms and legs Legs straight
Front Support		All fours Arms and legs straight Legs together Tummy facing the floor
Back Support		All fours Arms and legs straight Legs together Back facing the floor Fingers points towards toes

Vocabulary

Preschool: movement, jump, bend knees, travel, around, under, over, though, balance, climb, hands, feet, point, tip toes, climb.

Reception: large, small, quietly, heavily, springy, flat, space, footwork, hands, arms, legs, tummy, feet, direction, forwards, backwards, up, down, high, low, curled, stretch, sideways, roll, land, movement, jump, bend knees, travel, around, under, over, though, balance, climb, hands, feet, point, tip toes, climb.



Year 1: large, small, quietly, heavily, springy, flat, space, footwork, hands, arms, legs, tummy, feet, direction, forwards, backwards, up, down, high, low, curled, stretch, sideways, roll, land, movement, jump, bend knees, travel, around, under, over, though, balance, climb, hands, feet, point, tip toes, climb, hopping, bouncing, skipping, jumping, roll, partner, perform, straight, tucked, star, straddle, pike, back, front, side, bottom, arch, dish shape, extended arms, monkey walk, caterpillar walk, bunny hop, control, pencil roll, egg roll, dish roll, forward roll, thin shape, star shape, speed, smooth, tucked jump, narrow, wide, short, long, landing, front support, back support.

Spring 2

Topic: Team games (football, bench ball etc).

Objectives Preschool:

- Take part in group activities, which they make up for themselves or as part of a team.
- Show a preference for a dominant hand.
- Roll different objects to see what happens when pushing.
- Exploring what happens when bouncing different objects.
- Kick different sized balls whilst playing in a team game.
- Throw different sized balls to reach a goal.
- Start to show attempts at catching objects (ball to be of a larger size for child to feel success)

Objectives Reception:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows a preference for a dominant hand.
- Shows some understanding that good practices with regard to exercise can contribute to good health.
- Underarm throwing
- Passing objects around different parts of their body e.g. bean bag, ball
- Looking at a target (aiming)
- Throw into spaces, over lines and into targets
- Rolling and receiving the ball individually and with a partner
- Throwing and catching the ball high and low
- Able to move to get in line with the ball when passing it.
- Participate in a warm up.



- Participate in team sports where there is an opposing team.

Objectives Year 1:

- Work cooperatively in a team and follow rules.
- To participate in games with an opposing team.
- Use different movements, running, jumping, throwing, catching.
- Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking, balancing, rolling and passing).
- Use hands/ feet to control a ball.
- Dribble a ball.
- Two handed strike (ball/racket).
- Able to pat and bounce a ball to then use this skill in games.
- With increased confidence, throw and catch a ball with one hand.
- Aiming onto/over lines, at targets, hoops, skittles and teammates with increased accuracy
- Partake in partner aiming games cooperatively and with more competence
- Begin to recognise why we warm up.
- In a controlled way, hit a ball upwards/ downwards with a bat.
- Strike a ball to a partner – both along the ground and in the air.
- Begin to strike a ball rolled or thrown by a partner.
- Develop playing in cooperative games to practise and progress various sending and receiving skills.
- Children start to show the confidence to change and adapt rules of games to make them more challenging.
- Develop simple tactics for attacking and defending.

Ways to achieve these objectives:

- Bench ball
- Football
- Handball

Vocabulary

Preschool: ball, bounce, kick, roll, push, throw, catch



Reception: direction, control, rolling, aiming, balance, throw, bounce, kick, push, catch, ball, bat, bat, racket, healthy, underarm, pass, target, receive, high/low, stepping, over, travel, warm up, team

Year 1: control, rolling, aiming, balance, throw, bounce, kick, push, catch, ball, bat, bat, racket, healthy, underarm, pass, target, high/low, stepping, over, travel, warm up, space, Safe stopping, pathways, awareness, dodging, direction, control, accuracy, opposite foot forward, pace of ball, sending, receiving, getting in line with the ball, hands, feet, dribble, skip, cooperatively, team, rules, opposing, coordination, stopping, dribble, two handed, strike, body, equipment, opposition, score, attack, defend.

Summer 1

Topic: Striking and fielding e.g. rounder's, cricket

Objectives Preschool:

- Show a preference for a dominant hand.
- Use large muscle movements to use equipment.
- Take part in group activities.
- Confidence building in using their movements in different scenarios.
- To throw a ball at a target.

Objectives Reception:

- Hit the ball along the ground with a bat/racket
- Hit the ball along the ground to a partner
- Throw/ roll a ball at a target.

Objectives Year 1:

- Develop simple tactics for attacking and defending
- To make a two-handed strike (bat and ball)
- Use hands to control a ball
- Control a ball in a game setting
- Strike a ball, using a bat, along the ground and into the air.
- Children adapt the rules to make the game more challenging.



- Hit a ball with increased accuracy and power.

Ways to achieve these objectives:

- Children hit a ball off a stand
- Children balance balls on a racket to get used to the feel of holding something.
- Pushing a ball using a hockey stick

Vocabulary

Preschool: group, team, hit, throw, swing, roll

Reception: group, team, hit, throw, swing, roll, bat, racket, target

Year 1: tactics, attacking, defending, group, team, hit, throw, swing, roll, bat, racket, target, control, strike, grip,

Summer 2

Topic: Athletics

Objective Preschool:

- Develop movement – jumping, balancing, running.
- Skip, hop and stand on one leg.
- Show a preference for a dominate hand
- Alternate their movements depending on the goal they want to achieve e.g. sprinting when in a race.

Objectives Reception:

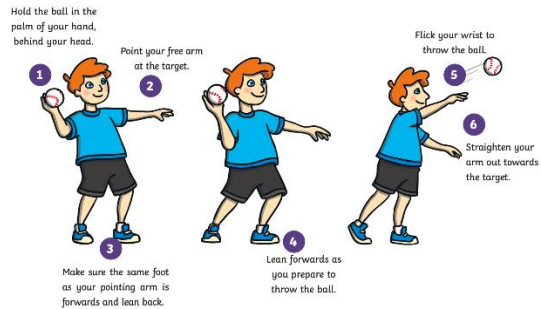
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Throw an object in the direction they intended.
- Use an over arm throw.
- Land a two footed jump.
- To join in when warming up.

Objectives Year 1:

- Show difference in speed between running, jogging and walking.
- Move in and out of obstacles (use different techniques to reach challenges).



- Stop on command.
- Perform 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground.
- Perform combinations of the above.
- Show control at take-off and landing.
- Hop
- Jump for height.
- Throw into targets.
- Perform a range of throwing actions e.g. rolling, underarm, and overarm.
- Describe different ways of throwing (under arm, over arm).
- To know why we warm up and participate.
- To push and throw an object.
- Run in different ways for whole body movement
- Pull throw – over arm throwing





Overarm Throwing

The overarm throw is a skill used in many sports, such as cricket, basketball and netball and is used to get the ball over a long distance.



- Pivot turn – changing direction
- Run in curving pathways
- Underarm throwing

Underarm Throwing

The underarm throw is used for short distances and is more accurate than the overarm throw. It involves a backward-forward swing of the hand to release the ball.



- Work cooperatively within a team or with a partner.
- Work to the rules of a game.

Ways to achieve these objectives:

- Ball into target
- Carousel (ladder run, throwing into target etc)



- Hurdle run
- Bowls
- Lily pad jumps (jump from hoop to hoop in different ways)
- Obstacle game (children think of different ways they can move around or cross the obstacles)
- Javelin throws
- Relay

Vocabulary

Preschool: Run, walk, sprint, jump, balance

Reception: Run, walk, sprint, jump, balance, jog, land two footed, landing, throw, hop, rolling

Year 1: Land one footed, take off, landing, hop, height, throw, underarm, overarm, rolling, run, walk, sprint, jump, balance, jog, land two footed, landing, throw, hop, rolling, pull throw, pivot turn, rules, team, partner.

Ongoing throughout the year

Topic: Forest school (Outdoor education)

Objective Preschool

- Use one handed tools and equipment
- Collaborate with others to manage large items e.g. moving long planks safely.
- Alternate their movement depending on the goal they want to achieve.
- With supervision use tools appropriately for a given task.

Objectives Reception:

- Use simple tools to effect changes to materials e.g. using scissors.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.



Objectives Year 1:

- Climbing
- Select appropriate equipment for task.
- Discuss how to solve problems.
- Use of basic tools.
- Managing risk.
- Fine and Gross motor skills developed in natural environment.
- Co-ordination

Ways to achieve these objectives:

- Tree Climbing
- Shelter building
- Obstacle course
- Moving logs
- Pass the pine cone
- Tying knots
- Whittling wood
- Animal actions
- Walking and exploring.

Vocabulary

Preschool: tools, teamwork, safe, carry, bend, climb, hold

Reception: tools, teamwork, safe, carry, bend, climb, hold, balance, jump, knot, obstacles

Year 1: tools, teamwork, safe, carry, bend, climb, hold, balance, jump, knot, obstacles, equipment, aware, knot, risk,





Class Two (Year 2 and 3)

Autumn 1

Topic: Gymnastics

Objectives Year 2:

- Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.
- Teach sequence to a partner and perform together.
- Explore the 5 basic shapes: straight/tucked/star/straddle/pike.
- Balance in these shapes on large body parts: back, front, side, and bottom.
- Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
- Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.
- Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes).
- Balance on one leg and on apparatus.
- Bench walk.
- Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up) and back support (opposite) NB: hands are always flat on floor and fingers point the same way as toes.
- Line walk.
- Begin to travel on hands and feet (hands flat on floor and fully extend arms).
- Monkey walk (bent legs and extended arms).
- Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).
- Bunny hop (transfer weight to hands).
- Explore shape in the air when jumping and landing with control (e.g. star shape). NB: Knees bent on landing.
- Continue to develop control in different rolls.
 - Pencil roll – from back to front keeping body and limbs in straight shape.
 - Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.
 - Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.



- Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position).

Objectives Year 3:

- Add a quarter or half turn into a jump before landing.
- Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).
- Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.
- Use a variety of rolling actions to travel on the floor and along apparatus.
- Travel with a partner; move away from and together on the floor and on apparatus.
- Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.
- Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
- Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.
- Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.
- Balance on floor and apparatus exploring which body parts are the safest to use.
- Explore balancing with a partner: facing, beside, behind and on different levels.
- Move in and out of balance fluently.
- Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.
- Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.

Ways to achieve these objectives:

- Become zoo animals (how would they travel).
- Use equipment and explore way to travel.

Vocabulary

Y2: Balance, sequence, tuck, pike, straddle, star, walk, roll (names of rolls), jump, travel, straight, front support, back support, strength,
Y3: core strength, quarter turn, half turn, stag jump, twist, upper body strength, fluency, speed, sequence, levels, high, medium, low, flow, link, extension, repeat, mirror, symmetrical, asymmetrical.



Autumn 2

Topic: Games (Tennis/Badminton)

Objectives Year 2:

- Hit a ball with some accuracy using a racket.
- Play to a set of rules.
- To participate in games with an opposing team.
- Work cooperatively in a team and follow rules.

Objectives Year 3:

- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Use a small range of basic racket skills.

Ways to achieve these objectives:

- Hitting stationary target (change size of target).
- Throwing ball into opposite court side (special awareness of court being gained).
- Children could make up their own net game.
- Tap up tennis.
- Use bigger balls/ lighter rackets if needed.

Vocabulary

Y2- court, rules, net, striking, hitting, opponent, points, racket, forehand, soft shots, hard shots, target.

Y3- tactics, defending, backhand, return, court size.

Spring 1

Topic: Dance



Objectives Year 2:

- Copy some moves.
- Move to a beat.
- Develop control of movement using:
 - Actions (WHAT) – travel, stretch, twist, turn, jump, skip, gallop, side gallop.
 - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others.
 - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions.
 - Dynamics (HOW) – slowly, quickly, with appropriate expression.
- Link sequences of dance together.
- Dance to link in with learning theme.
- Move spontaneously showing some control and co-ordination.
- Move with confidence when walking, hopping, jumping, and landing.
- Move with rhythm in the above actions.
- Demonstrate good balance.
- Move in time with music Co-ordinate arm and leg actions (e.g. march and clap).
- Interact with a partner (e.g. holding hands, swapping places, meeting and parting).
- Respond to own work and that of others when exploring ideas, feelings and preferences.
- Recognise the changes in the body when dancing and how this can contribute to keeping healthy.

Objectives Year 3:

- Develop movement using;
 - Actions (WHAT); travel, turn, gesture, jump, stillness.
 - Space (WHERE); formation, direction and levels.
 - Relationships (WHO); whole group/duo/solo, unison/ canon.
 - Dynamics (HOW); explore speed, energy Choreographic devices; repetition.
- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
- Link phrases to music.
- Perform dance to an audience showing confidence.
- Show co-ordination, control and strength (Technical Skills).
- Show focus, projection and musicality (Expressive Skills).
- Demonstrate different dance actions – travel, turn, gesture, jump and stillness.



- Demonstrate dynamic qualities – speed, energy and continuity.
- Demonstrate use of space – levels, directions, pathways and body shape.
- Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.
- Show an awareness of different dance styles and traditions.
- Understand and use simple dance vocabulary.
- Understand why safety is important in the studio.
- Compare and comment on their own and other’s work -strengths and areas for improvement.

Ways to achieves these objectives:

- Exploring travel to music.
- Choose a story to read to the children (e.g Gruffalos child) explore the characters and how they would move.
- Weather dance.

Vocabulary

Y2: travel, stretch, twist, turn, jump, skip, gallop, side gallop, move, forward, backwards, sideways, high, low, slow, quick, sequence, balance, control and co-ordination.

Y3: gesture, stillness, dynamics, speed, level, direction, pathway, formations, scattered, phrase, question and answer, action words- sway, whirl, spiral, fall, leap, body parts, shape, movement, compose, perform, flow, solo, duo, unison, repetition, expression, mirror.

Spring 2

Topic: Team games (Rugby/Football)

Objectives Year 2:

- To participate in games with an opposing team.
- Work cooperatively in a team and follow rules.
- Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking) with increasing accuracy.
- Use hands/feet to control a ball with increasing accuracy.
- Dribble a ball around obstacles.
- Play to a set of rules.

Objectives Year 3:

- Participate in team games.
- Develop simple tactics for attacking and defending



- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing).
- Bounce a ball on the spot.
- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Ways to achieve these objectives:

- Dribble around obstacle
- Pass between peers (relay style)
- Kick rounder's
- Chase – balls in the middle. Have to run out then pass back to teammate. Once all the balls have gone, go to other group to steal by dribbling back to team.

Key Vocabulary

Y2- Inside of foot, dribble, pass, backwards, forwards, team, control, feet, hands, stop, kick, rules.

Y3- control, attack, defend, tactics, combination, moving off, opponents, space.

Summer 1

Topic: Team games (rounder's/cricket)

Objectives Year 2:

- To participate in games with an opposing team.
- Work cooperatively in a team and follow rules.
- Be able to control a ball within a game setting (co-ordinating throwing and catching) with increasing accuracy (over arm, underarm).
- Use hands to control a ball with increasing accuracy.
- Hit a ball with some accuracy using a bat.
- Play to a set of rules.

Objectives Year 3:

- Participate in team games.



- Develop simple tactics for attacking and defending
- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) (under arm/ over arm).
- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Hold a bat correctly.

Ways to achieve these objectives:

- Target practice
- 5 bats
- Caterpillar cricket

Vocabulary

Y2: underarm, overarm, throw, base, stumps, underarm bowling, fielders, runs, stop, hitting, target, score, out,

Y3: stance, swing, wicket, back stop, close catching, Wicket keeper/backstop, overarm bowling, long barrier stop, two handed pick up and throw, stumped out, bowler, pitch, health, caught out

Summer 2

Topic: Athletics

Objectives Year 2:

- Show difference in speed between running (sprint), jogging and walking.
- Move in and out of obstacles (use different techniques to reach challenges).
- Stop on command.
- Perform 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground.
- Perform combinations of the above.
- Show control at take-off and landing.
- Hop.
- Jump for height and distance.
- Throw into targets.
- Perform a range of throwing actions e.g. rolling, underarm, and overarm.



- Describe different ways of throwing.
- Throw a bean bag into a given target.
- Explain what is successful and how to improve.

Objectives Year 3:

- Run smoothly at different speeds.
- Watch and describe specific aspects of running (e.g. what arms and legs are doing).
- Recognise and record how the body works in different types of challenges over different distances.
- Carry out stretching and warm-up safely
- Perform combinations of jumps e.g. hop, step, jump showing control and consistency.
- Choose different styles of jumping.
- Watch and describe specific aspects of jumping e.g. what arms and legs are doing.
- Throw with greater control.
- Consistently hit a target with a range of implements.
- Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).

Ways to achieve these objectives:

- Foam javelin.
- Relay race
- Hurdle
- Obstacle race
- Hoop jumps
- Mini Olympics

Key Vocabulary

Y2- run, sprint, jog, walk, body, stop, jump, hop, height, distance, control, take-off, landing, throw, targets, aim, rolling, underarm, overarm.

Y3- opposite arm to leg, distance, hop – step – jump, styles, record, measure, time, relay, safety, speed, stamina, power, fast, medium, slow



Class Three Year 4, 5 and 6

Autumn 1

Topic: Gymnastics

Objectives

Objectives Year 4:

- Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.
- Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.
- Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.
- Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.
- Balance on floor and apparatus exploring which body parts are the safest to use.
- Explore balancing with a partner: facing, beside, behind and on different levels.
- Move in and out of balance fluently.
- Use a variety of rolling actions to travel on the floor and along apparatus.
- Travel with a partner; move away from and together on the floor and on apparatus.
- Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.
- Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
- Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).
- Add a quarter or half turn into a jump before landing.
- Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.
- Continue to develop control in different rolls,
 - Pencil roll – from back to front keeping body and limbs in straight shape.
 - Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.



- Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.
- Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position).

Objectives Year 5:

- Create an imaginative sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.
- Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling, with control and coordination.
- Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.
- Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place.
- Explore symmetrical and asymmetrical balances on own and with a partner.
- Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).
- Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.
- Perform group balances at the beginning, middle or end of a sequence.
- Consider how to move in and out of these balances with fluency and control.
- Begin to take more weight on hands when progressing bunny hop into hand stand.
- Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.
- Increase the variety of pathways, levels and speeds at which you travel.
- Travel in time with a partner, move away from and back to a partner.
- Make symmetrical and asymmetrical shapes in the air.
- Jump along, over and off apparatus of varying height with control in the air and on landing.
- Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.
- Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.
- Explore symmetry and asymmetry throughout the rolling actions

Objectives Year 6



- Perform symmetrical and asymmetrical balances on own and with a partner.
- Use control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).
- Know how to move in and out of these balances with fluency and control.
- Take more weight on hands when progressing bunny hop into hand stand.
- Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement, with increased precision, control and fluency.
- Use different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.
- Use symmetry and asymmetry throughout the rolling actions.

Ways to achieve these objectives:

- Carousel of jumps – cards available for children to see what they need to do.
- Apparatus obstacle course (balance).

Vocabulary

Y4- rotation, spin, strength, combine, sequence, jumping, rolling, front support, back support, tuck, pike, straddle, star, stag jump, balance, levels, speed, pencil roll, egg roll, dich roll, forward roll, leaping.

Y5- quarter turn, half turn, symmetry and asymmetry, tension, extension, repeat, transition, observe, evaluate, flow, demonstrate, complex, mirroring, fluency, control, bunny hop – handstand, cartwheel, timing, shoulder roll, curled roll, backwards roll, positions.

Y6 – counter tension, counter balance, and improvise.

Autumn 2:

Topic: Team games (Tennis/Badminton)

Objectives for year 4:

- Participate in team games.
- Develop and apply simple tactics for attacking and defending.
- Practise skills in isolation and combination (e.g. throwing with greater accuracy, throwing and moving off, backhand, forehand).
- Bounce a ball whilst moving and around obstacles with control.
- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Objective for year 5:

- Participate in team games.



- Develop and apply tactics for attacking and defending.
- Develop techniques of a variety of skills to maximise effectiveness.
- Bounce a ball whilst moving and around obstacles with control.
- Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Reflect on performance and think of how to improve.

Objectives for year 6:

- Reflect on performance and think of how to improve, implementing during game time.
- Use and apply tactics and strategies for attacking and defending.
- Use techniques of a variety of skills to maximise effectiveness.

ABC (Agility, Balance, Co-ordination).

Ways to achieve these objectives:

- Forehand Rally
- Backhand rally
- Wall targets
- Court targets
- Volley ball

Vocabulary

Y4- Under arm feeding, forehand, returning, backhand, court, side step, light feet, soft knees, racket, volley.

Y5- ready position, swing through, serving, court position, serve, footwork, high serve, short serve, forehands, drop shot, net shot, doubles

Y6- agility, hand-eye coordination, smash, reflect, evaluate, rally.

Spring 1:

Topic: Dance



Objectives

Objectives Year 4:

- Develop movement using;
 - Actions (WHAT); travel, turn, gesture, jump, stillness.
 - Space (WHERE); formation, direction and levels.
 - Relationships (WHO); whole group/duo/solo, unison/ canon.
 - Dynamics (HOW); explore speed, energy Choreographic devices; motif and repetition.
- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
- Link phrases to music.
- Create dances/phrases to communicate an idea.
- Perform dance to an audience showing confidence.
- Show co-ordination, control and strength (Technical Skills).
- Show focus, projection and musicality (Expressive Skills).
- Demonstrate different dance actions – travel, turn, gesture, jump and stillness.
- Demonstrate dynamic qualities – speed, energy and continuity.
- Demonstrate use of space – levels, directions, pathways and body shape.
- Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.
- Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.
- Plan and perform a movement sequence showing contrasts in speed/level and direction,
- Show an awareness of different dance styles and traditions.
- Understand and use simple dance vocabulary.
- Understand why safety is important in the studio.
- Compare and comment on their own and other's work -strengths and areas for improvement.

Objectives Year 5:

- Show an awareness of different dance styles, traditions and aspects of their historical/social context.
- Understand and use dance vocabulary.
- Compare and evaluate their own and others' work.
- Demonstrate dynamic qualities – speed, energy, continuity, rhythm.
- Demonstrate use of space – levels, directions, pathways, size and body shape.



- Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.
- Show co-ordination, control, alignment, flow of energy and strength (Technical Skills).
- Show focus, projection, sense of style and musicality (Expressive Skills).
- Perform dance to an audience showing confidence and clarity of actions.
- Can describe own dance and provide feedback to others.
- Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.
- Select appropriate movement material to express ideas/thoughts/feelings.
- Develop movement using;
 - Actions (WHAT); travel, turn, gesture, jump, stillness.
 - Space (WHERE); formation, direction, level, pathways.
 - Relationships (WHO); solo/duo/trio, unison/canon/ contrast.
 - Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden).
- Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse).
- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.

Objectives Year 6 (follow year 5 along with the below):

- From observations of others, can you describe constructively how to refine, improve and modify performance.
- Refine own performance in response to others and self-analysis.

Ways to achieve these objectives:

- Pick a theme linked to something in the news to develop dance to.
- Have the opportunity to watch other people completing the dances.

Vocabulary

Y4- Movement, space, dynamics, relationships, travel, turn, gesture, jump, stillness, formation, direction and levels, whole group/duo/solo, unison/ canon, speed, energy, motif, repetition, beginning, middle, end, energy, expression, continuity, level, direction, pathway, body shape, mirroring, unison, canon, complementary & contrasting, plan, perform,
 Y5/Y6- styles, traditions/social contexts, emotions, compare, evaluate, co-ordination, alignment, focus, projection, confidence, transitions, actions.



Spring 2

Topic: Team games (Tag Rugby, Football, Netball)

Objectives:

Objectives Year 4:

- Participate in team games.
- Develop and apply simple tactics for attacking and defending.
- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing).
- Bounce a ball whilst moving and around obstacles with control.
- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Objectives Year 5:

- Participate in team games.
- Develop and apply tactics for attacking and defending.
- Develop techniques of a variety of skills to maximise effectiveness.
- Bounce a ball whilst moving and around obstacles with control.
- Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Reflect on performance and think of how to improve.

Objectives Year 6:

- Participate in team games.
- Use and apply tactics and strategies for attacking and defending.
- Use techniques of a variety of skills to maximise effectiveness.
- Bounce a ball using both hands whilst moving and around obstacles with control, changing speed and direction.
- Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Reflect on performance and think of how to improve, implementing during game time.



Vocabulary

Y4: Chest pass, shoulder pass, bounce pass, backwards, forwards, try, footwork, positions, dodge, shooting, defending, attacking, change direction, tagging, dribble, passing, accuracy, control, accuracy, inside of foot.

Y5/ Y6: Pivot, three second rule, Faint Dodge, Sprint Dodge, Double Dodge, Spin Dodge, Non-contact, Obstruction rule, formations, tactics, decision making, evading

Summer 1

Topic: Rounder's/Cricket

Objectives Year 4:

- Participate in team games.
- Develop and apply simple tactics for attacking and defending.
- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off).
- Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- To hold a bat correctly and show increasing ability to make contact with a bowled ball.
- Bowl ball underarm.

Objectives Year 5:

- Participate in team games.
- Develop and apply tactics for attacking and defending.
- Develop techniques of a variety of skills to maximise effectiveness.
- Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Reflect on performance and think of how to improve.
- To throw with increasing accuracy.
- Make contact with a bowled ball.
- Bowl ball over arm an underarm.
- Control speed of ball when bowling.
- Throw a ball over arm to a target.

Objectives Year 6:



- Participate in team games.
- Use and apply tactics and strategies for attacking and defending.
- Use techniques of a variety of skills to maximise effectiveness.
Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
- Reflect on performance and think of how to improve, implementing during game time.
- Manipulate the placement of the ball when hitting to hit into space.
- Bowl ball over arm and underarm with accuracy.
- Intentional control speed and direction of ball when balling.
- Make a successful manoeuvre to catch when fielding.
- Throw a ball overarm, consistently reaching target.
- Stop a ball using a range of techniques including long barrier.

Vocabulary

Y4: underarm, overarm, contact, bowl, back stop, wicket keeper, fielders,

Y5/6: spin bowl, long barrier, space, direction, speed, accuracy.

Summer 2

Topic: Athletics

Objectives Year 4:

- Run smoothly at different speeds.
- Choose different styles of running for different distances.
- Pace and sustain efforts over longer distances.
- Watch and describe specific aspects of running (e.g. what arms and legs are doing).
- Recognise and record how the body works in different types of challenges over different distances.
- Carry out stretching and warm-up safely



- Perform combinations of jumps e.g. hop, step, jump showing control and consistency.
- Choose different styles of jumping.
- Watch and describe specific aspects of jumping e.g. what arms and legs are doing.
- Throw with greater control.
- Consistently hit a target with a range of implements.
- Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).
- Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus).
- Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance).

Objectives Year 5:

- Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.
- Organise small groups to SAFELY take turns when throwing and retrieving implements (Guidance).
- Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others (Guidance).
- Perform combinations of jumps e.g. hop, step, jump showing control and consistency.
- Watch and describe specific aspects of jumping e.g. what arms and legs are doing. Reflect on improving.
- Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.
- Run smoothly at different speeds.
- Choose different styles of running for different distances.
- Pace and sustain efforts over longer distances.
- Watch and describe specific aspects of running (e.g. what arms and legs are doing).
- Recognise and record how the body works in different types of challenges over different distances.
- Carry out stretching and warm-up safely
- Perform relay change overs accurately.
- Set realistic targets over short and longer distance.
- Identify strengths.

Objectives Year 6:

- Run smoothly at different speeds.



- Choose different styles of running for different distances.
- Pace and sustain efforts over longer distances.
- Watch and describe specific aspects of running (e.g. what arms and legs are doing).
- Recognise and record how the body works in different types of challenges over different distances.
- Carry out stretching and warm-up safely and explain how they help.
- Perform relay change overs accurately.
- Set realistic targets over short and longer distance.
- Identify strengths as a performer and others.
- Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.
- Set realistic targets for self, when jumping for distance or height.
- Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.
- Organise small groups to SAFELY take turns when throwing and retrieving implements
- Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others.

Ways to achieve objectives:

- Javelin
- Long jump/ triple jump
- Discus
- Shot putt
- Mini Olympics (heptathlon)
- Relays
- Push throw targets

Vocabulary

Y4: running, throwing, jumping, athletic sports, control, co-ordination, speed, height, distance, relay.

Y5: reaction time, stamina, power, vertical jump, pull throw, push throw, change over in relay.

Y6: fling throw, heave throw, hurdles, endurance, and horizontal jump.







Topic: Swimming – All children by the end of KS2 will have partaken in swimming lessons to reach the national curriculum expectations.

Objectives

- Swim competently, confidently and proficiently over a distance of **at least** 25 metres
- A continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids.
- Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because 'competence' and 'proficiency' can't be assured if the swim takes place in shallow water only.
- The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress.
- The stroke or strokes are recognisable to an informed onlooker.

- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water based situations: staying safe around water, recognising hazards, beach flags, flotation, treading water, signal for help, huddle position, heat escape lessening position (HELP), conserving energy.



Flag Colour	What it means
	<p>Red and Yellow Flag Lifeguards patrol between these flags. It is the safest area to swim, body board and use inflatables.</p>
	<p>Black and White Chequered Flag This shows it is a 'Hard craft zone area' for water sports such as surfing. This means it is unsafe for swimming and you should not swim there.</p>
	<p>Red Flag Never go into the water when the red flag is flying. This could be for a range of reasons and may change from day-to-day.</p>
	<p>Wind Sock This shows the direction and force of the wind. Very strong winds can be hazardous for swimmers so if it is full, do not take inflatables into the water in the water.</p>

Ways to achieve these objectives:

- Enter and exit the water
- Flotation
- Submerging



- Rotating from back to front and front to back and regaining an upright position
- Pushing and gliding
- Aquatic breathing
- Survival and self-rescue skills: treading water, Heat Escape Lessening Position (HELP), huddle position, floating and resting in the water, attracting attention, swimming in clothes.
- Water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags and warning signs.
- What to do if others get into difficulty: stay safe: shout, signal; throw, do not go into the water, raising the alarm 999.

Assessment scenario

You've fallen into the water unintentionally. You are wearing a pair of shorts and t-shirt.

Without touching the sides of the pool or the pool floor:

- enter the water and float for 30 seconds
- rotate and swim on your front for 15 metres
- tread water for 30 seconds. Try to attract attention
- rotate and swim on your back for 15 metres
- return to the side of the pool and exit the water safely.

Vocabulary

25metres, 15 metres, continuous, front crawl, breast stroke, back stroke, hazards, 999, HELP (Heat Escape Lessening Position), flotation, submerging, flags, breathing, gliding, pushing, alarm, environments, rotating, shout, signal, warning, Huddle position, floating, resting, attention, enter and exit, safety, hazards.