

**Physical Education & Sport at Chacewater School**

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| **Intent** | At Chacewater school, we offer a high-quality, inclusive physical education curriculum that inspires all pupils to lead healthy, active lives.  We focus on developing the learner’s fundamental skills of agility, balance and coordination with the aim for children to become physically confident in a way which supports their health and fitness.  Opportunities are provided for children to apply these skills to engage in games and competition which embeds values such as sportsmanship, teamwork and respect. |
| **Implementation** | The 2 hours a week statutory PE is taught as follows:  **1 lesson a week ‘REAL PE’**  This lesson is focused on developing the children’s fundamental movement skills of agility, balance and coordination. This is a highly inclusive lesson which allows children to work at their own level of development.  Units focuses : personal, social, cognitive, physical, health & fitness and creative  **1 lesson a week ‘Sport’**  This lesson focuses on using and applying a range of fundamental skills in game situations. Children also learn and apply tactics and work collaboratively as a team to achieve a goal.  Units include: invasion games, striking and fielding, net games, athletics.  We also teach these sports discreetly:  Gymnastics – REAL Gym linking to our REAL PE fundamental skills and units.  Dance – REAL dance linking to our REAL PE fundamental skills and units.  Swimming – Better Leisure swimming programme delivered by qualified swimming teachers. Taught in UKS2 only. (currently following Covid-catch up high intensity plans).  At Chacewater school, we build upon the statutory two hours PE time by providing opportunities to extend the time children are physically active. We take part in run a mile, active playtimes and after school sports clubs. Children are also given access to REAL PE @ Home in order to practise their fundamental skills through fun challenges at home.  In addition to this, opportunities are provided for children to take part in festivals and competitions with other schools in a variety of sports and participate in sports day in the summer term.  We are fortunate enough to have extensive outdoor space, a play trail, a hall and a recreation field which are used regularly to provide opportunities to be physically active.  A wide variety of resources and equipment are also available which can be used during lessons, playtimes, lunchtimes and during after school clubs.  We work in conjunction with professional and local community clubs such as Chacewater Bowls and Bikeability coaches to supplement the expertise of our staff. |
| **Impact** | Teachers carry out ongoing formative observational assessments in P.E lessons to assess pupils’ development of knowledge and skills.  Teachers also undertake summative assessments at two points in the academic year to assess pupils progress using the Creative Development assessment wheel tool. Assessments are carried in the areas of:  ● Swimming and water safety  ● Applying physical skills  ● Creative movement  ● Health and fitness understanding  ● Fundamental skills: Agility, balance and coordination  ● Social skills (e.g turn taking, teamwork and leadership)  ● Personal skills (e.g following instructions, resilience, reflection). |

**‘L E A P’ Into Physical Education & Sport at Chacewater**

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| **L** ocal | * Opportunities to work with community sports club links e.g Chacewater Bowls * Bikeability around the locality. * Matches, games and festivals with other local schools * Cluster collaboration with Richard Lander Secondary School |
| **E** ngaging | * Inclusive physical education offer * Whole school Sports day event * Specialists in to school e.g Rugby, Cricket, Tennis. * A variety of resources and facilities used throughout the curriculum e.g bikes, swimming, large gymnastics apparatus, recreation field, |
| **A** spiring & Ambitious | * Inspiring children to lead healthy active lives * Children can apply the skills learnt to game situations * Use of videos of inspiring athletes e.g olympics, England athletics * Challenging fundamental skill opportunities: black & pink – Elite skills |
| **P** owerful & purposeful | * Progression of fundamental movement skills throughout the school * Run-a-mile daily physical activity * Active playtimes * Healthy body, healthy mind - mental health and wellbeing * Develop personal and social skills through REAL PE |

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| **Chacewater School PE Unit Map** | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **EYFS** | **Real P.E Foundations** | | **Real P.E Foundations** | | **Real P.E Foundations** | |
| **Outdoor adventures** | | **Outdoor adventures** | | **Outdoor adventures** | |
| **Year 1** | Real P.E Unit 1 **Personal**  Footwork & 1 leg balance | Real P.E Unit 2 **Social**  Jumping & seated balance | Real P.E Unit 3 **cognitive**  On a line & stance | Real P.E unit 4 **Creative**  Ball skills  Partner balance | Real P.E Unit 5 **Applying physical**  Send & receive  Reaction response | Real P.E unit 6  **Health & fitness** floorwork & ball chasing |
| Multi skill  games | Real  Gymnastics | Real  Dance | Net  games | strike/fielding games | Athletics |
| **Year 2** | Real P.E Unit 1 **Personal**  Footwork & 1 leg balance | Real P.E Unit 2 **Social**  Jumping & seated balance | Real P.E Unit 3 **cognitive**  On a line & stance | Real P.E unit 4 **Creative**  Ball skills  Partner balance | Real P.E Unit 5 **Applying physical**  Send & receive  Reaction response | Real P.E unit 6  **Health & fitness** floorwork & ball chasing |
| Multi skill  games | Real  Gymnastics | Real  Dance | Net  games | strike/fielding games | Athletics |
| **Year 3** | Real P.E Unit 1 **Personal** Footwork & 1 leg balance | Real P.E Unit 2 **Social**  Jumping & seated balance | Real P.E Unit 3 **Cognitive**  On a line & ball skills | Real P.E unit 4 **Creative**  Send & receive Partner balance | Real P.E Unit 5 **Applying physical** Reaction response & floorwork | Real P.E unit 6  **Health & fitness** ball chasing & stance |
| Invasion games Football ( ARENA) | Real Gymnastics | Real  Dance | Tennis | strike/fielding games | Athletics |
| **Year 4** | Real P.E Unit 1 **Personal** Footwork & 1 leg balance | Real P.E Unit 2 **Social**  Jumping & seated balance | Real P.E Unit 3 **Cognitive**  On a line & ball skills | Real P.E unit 4 **Creative**  Send & receive Partner balance | Real P.E Unit 5 **Applying physical** Reaction response & floorwork | Real P.E unit 6  **Health & fitness** ball chasing & stance |
| Invasion games Hockey (ARENA) | Real Gymnastics | Real  Dance | Tennis | strike/fielding games | Athletics |
|  |  |  |  |  | Swimming |

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| **Year 5** | Invasion games Netball (ARENA)  Real P.E Unit 1 **Cognitive**  Ball skills & reaction response | Real  Gymnastics 1  Real P.E Unit 4  **Physical**  Jumping & landing & one leg balance | Real  Dance  Real P.E unit 5  **Health & fitness** static balance & footwork  Real P.E Unit 6 | Tennis | strike/field games  **Personal** Unit 6  sending and receiving & ball chasing | Athletics |
| Invasion games  Rugby |  |  |  | Real  Gymnastics 2  Real P.E Unit 3 **Social**  On a line & partner balance | Dance (Summer show)  Real P.E Unit 2  **Creative**  seated balance  & floor work |
| / |  |  | Swimming | Bowls | OAA –  TRIO resources |
| **Year 6** | Invasion games  ?  Real P.E Unit 1 **Cognitive**  Ball skills & reaction response | Real  Gymnastics 1  Real P.E Unit 4  **Physical**  Jumping & landing & one leg balance | Real Dance  Real P.E unit 5  **Health & fitness** static balance & footwork  Real P.E Unit 6 | Tennis | Strike/field games  **Personal**  Unit 6  sending and receiving & ball chasing | Athletics |
| Invasion games Rugby (Arena) |  |  |  | Real Gymnastics 2  Real P.E Unit 3  **Social**  On a line & partner balance | Dance (Summer show) Real P.E Unit 2  **Creative**  seated balance  & floor work |
| / | Swimming | Bikeability |  |  | Outdoor adventurous activities (Camp) |

**EYFS Framework**

**ELG: Gross Motor Skills:** Children at the expected level of development will:

* 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.

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| **EYFS Acorns** | | |
| **Term** | **Real PE Foundation focus:** | **Theme & fundamental skill** |
| Autumn 1 | Personal Learning Objective:  I enjoy working on simple tasks with help | Bike: Coordination - footwork  Pirate: Balance - one leg balance |
| Autumn 2 | Social Learning Objective:  I can play with others, take turns and share with help | Space: Agility - Jumping & landing  Jungle: Balance - seated balance |
| Spring 1 | Cognitive Learning Objective:  I can follow simple instructions | Train: Balance - on a line  Tightrope: Balance - stance |
| Spring 2 | Creative Learning Objective:  I can observe and copy others | Clown: Coordination - ball skills  Seaside: Balance- counter partner balance |
| Summer 1 | Physical Learning Objective:  I can move confidently in different ways | Juggler: Coordination - send and receive  Fairytale: Agility - Reaction and response |
| Summer 2 | Healthy & Fitness Learning Objective:  I am aware of the changes to the way I feel when I exercise | Squirrel: Agility - Ball Chasing  Cat: Balance - Floor work |

**KS1 National Curriculum**

Sport & Games:

* PE1/1.1a 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
* PE1/1.1b participate in team games, developing simple tactics for attacking and defending
* PE1/1.1c perform dances using simple movement patterns

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| **Year 1 Seedlings** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE1/1.1a | **Learning Objective**: I can follow instructions and practice safely  **Footwork:** Side step in both directions, skip, hop on either foot, gallop, leading with either foot.  **1 leg balance:** Stand still for 10 seconds on 1 leg (both legs) | | | | | |
| Sport:  Multiskill Games  NC PE1/1.1b | I can move safely around a space holding a ball | I can dribble a large ball  I can bounce a large ball | I can move around with a ball maintaining possession and avoiding attackers | I can move at speed with a ball | I can send and receive a large ball to a partner | I can apply learnt skills and simple tactics in small team games |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE1/1.1a | **Learning Objective**: I can work sensibly with others, taking turns and sharing  **Jumping:** Jump from 2 feet to 2 feet forwards, backwards and side- to-side  **Seated balance:** Balance with 0, 1 or 2 hands & 0, 1 or 2 feet down. | | | | | |
| Sport: Gymnastics  NC PE1/1.1a | Shapes - floor | Shapes - low apparatus | Travel - floor | Travel - low apparatus | Shapes - large apparatus | Travel - large apparatus |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE1/1.1a | **Learning Objective**: I can name some things I am good at  **On a line:** Walk forwards/backwards with fluidity and minimum wobble.  **Stance:** Stand on line with good stance for 10 seconds. | | | | | |
| Sport: REAL Dance  NC PE1/1.1c | Shapes solo | Artistry & musicality | Partnering shapes | Circles - turning, jumping & moving | Artistry - abstraction | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE1/1.1a | **Learning Objective**: I can explore and describe different movements  **Ball skills:**  Sit and roll a ball along the floor around body using 2 hands/1 hand (right & left)  Sit/Stand and roll a ball up and down legs and around upper body using 2 hands.  **Partner balance :**  Sit holding 1/2 hand(s) with toes touching, lean in together then apart.  Sit holding hands with toes touching and rock forwards, backwards and side-to-side | | | | | |
| Sport: Net games  NC PE1/1.1b | Using the 5 fundamental footstep patterns  Sending and receiving a moving ball with hands & rackets | Developing the 5 fundamental footstep patterns  Developing confidence in sending and receiving a ball using hands and rackets | Connecting foot patterns with the ball bouncing & throws  Working individually and in pairs to introduce space and timing incorporating a basic service action | Developing hand patterns and sequencing.  Introducing a volley action through sending & receiving over a basic net | Linking body and feet movement with direction  Introducing forward/ backwards/ upwards/ downward movements with balls and rackets | Linking key words to foot and hand patterns  Introducing a scoring system, understanding IN & OUT whilst rallying |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE1/1.1a & PE1/1.1b | **Learning Objective**: I can perform a range of skills and link two movements together  **Send & receive :**  Roll large/small ball and collect the rebound.  Throw large ball and catch the rebound with 2 hands.  **Reaction & response:** React and catch large ball dropped from shoulder height after 2 bounces then 1 bounce | | | | | |
| Sport: Striking & fielding  NC PE1/1.1b | Moving at speed  using a racket | Aiming towards a target using a tennis racket & beanbag (batting) | Aiming towards a target using a tennis racket & ball(batting) | Using a cricket bat to strike a ball | Introduce the roles of bowler, batter and fielder | Use batting, bowling and fielding skills to play a simple quick cricket game in small groups |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC PE1/1.1a | **Learning Objective**: I am aware why exercise is important for good health  **Floorwork:** Hold mini-front support position & reach round and point to ceiling with either hand.  **Ball chasing :** Chase a ball rolled by yourself/a partner and collect it in balanced position facing opposite direction. | | | | | |
| Sport: Athletics  NC PE1/1.1a | To learn the basic technique of sprinting.  Introduce a more formal standing start. | To develop the basic technique of distance running. | To develop the basic technique of underarm throwing. | To develop the basic technique of jumping 2 feet to 2 feet.  (standing broad jump) | To develop the basic idea of relay running: passing an object to next runner | Compete to beat personal best in throwing, jumping and running events |

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| **Year 2 Buds** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE1/1.1a | **Learning Objective**: I try several times if at first I don’t succeed and ask for help when appropriate.  **Footwork:** Side-step with front and reverse pivots  **1 leg balance:** stand still for 30 seconds on 1 leg , 5 mini-squats on one leg, (both legs) | | | | | |
| Sport:  Multiskill Games  NC PE1/1.1b | I can move safely around a space holding a ball | I can dribble a large ball  I can bounce a large ball | I can move around with a ball maintaining possession and avoiding attackers | I can move at speed with a ball | I can send and receive a large ball to a partner | I can apply learnt skills and simple tactics in small team games |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE1/1.1a | **Learning Objective**: I can help, praise and encourage others in their learning  **Jumping:**  Jump from 2 feet to 2 feet with quartet turn in both directions x 3  **Seated balance:** Transfer a cone (swapping hands) with no hands/feet down | | | | | |
| Sport: Gymnastics  NC PE1/1.1a | Flight - floor work | Flight - hand apparatus | Flight - hand apparatus | Rotation - Floor work | Rotation - low apparatus | Rotation - low apparatus |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE1/1.1a | **Learning Objective**:  Order instructions, movements and skills.  With help, I can recognise similarities and differences in performance.  I can explain why someone is working or performing well.  **On a line:** walk fluidly, lifting knees to 90⁰/lifting heels to bottom  **Stance:** Stand on a low beam with good stance for 10 seconds | | | | | |
| Sport: REAL Dance  NC PE1/1.1c | Shapes solo | Partnering shapes | Circles solo | Partnering circles | Artistry - abstraction | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE1/1.1a | **Learning Objective**:  I can select and link movements together to fit a theme.  I can begin to compare my movements and skills with those of others  **Ball skills:** Sit/stand and roll a ball up and down legs and around upper body using 1 hand  **Partner balance:** hold on with both hands/1 hand and with a long base lean back hold balance then move back together | | | | | |
| Sport: Net games  NC PE1/1.1b | Using the 5 fundamental footstep patterns  Sending and receiving a moving ball with hands & rackets | Developing the 5 fundamental footstep patterns  Developing confidence in sending and receiving a ball using hands and rackets | Connecting foot patterns with the ball bouncing & throws  Working individually and in pairs to introduce space and timing incorporating a basic service action | Developing hand patterns and sequencing.  Introducing a volley action through sending & receiving over a basic net | Linking body and feet movement with direction  Introducing forward/ backwards/ upwards/ downward movements with balls and rackets | Linking key words to foot and hand patterns  Introducing a scoring system, understanding IN & OUT whilst rallying |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE1/1.1a & PE1/1.1b | **Learning Objective**:  I can perform a sequence of movements with some changes in level, direction or speed  I can perform a range of skills with some control and consistency  **Send & receive :** Throw and catch a tennis ball with opposite hand (both directions) with and without a bounce x 5  **Reaction & response:** From 1, 2 and 3 metres, catch a tennis ball after 1 bounce x 3 | | | | | |
| Sport: Striking & fielding  NC PE1/1.1b | Aiming towards a target using a tennis racket (batting) | Underarm throw to bowl to a partner  returning a ball using a tennis racket | Hitting the ball into a space (tennis racket) | Using a cricket bat to strike a ball | Developing fielding skills including overarm throw for long distances | Use and apply batting, bowling and fielding skills to play a simple quick cricket game |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC PE1/1.1a | **Learning Objective**: I can describe how and why my body changes during and after exercise.  **Floorwork:** Transfer a cone in mini-front and mini-back support  **Ball chasing :** start in seated/lying position, throw/partner throws a bouncing ball, chase and collect it in a balanced position facing opposite direction | | | | | |
| Sport: Athletics  NC PE1/1.1a | To learn the basic technique of sprinting.  Introduce a more formal standing start. | To develop the basic technique of distance running. | To develop the basic technique of underarm throwing. | To develop the basic technique of jumping 2 feet to 2 feet.  (standing broad jump) | To develop the basic idea of relay running: passing an object to next runner | Compete to beat personal best in throwing, jumping and running events |

**KS2 National Curriculum**

Sport & Games

* PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
* PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
* PE2/1.1c develop flexibility, strength, technique, control and balance
* PE2/1.1d perform dances using a range of movement patterns
* PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
* PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

* PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
* PE2/1.2b use a range of strokes effectively
* PE2/1.2c perform safe self-rescue in different water-based situations.

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| **Year 3 Young Oaks** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I have begun to challenge myself. I know where I am with my learning.  **Footwork:**  Hopscotch forwards and backwards, alternating hopping leg each time  Move in a 3-step zigzag pattern forwards/backwards  **1 leg balance:** one one leg: stand still 30 seconds eyes closed, complete 5 squats and 5 ankle extensions (both legs) | | | | | |
| Sport:  invasion Games - football  NC PE2/1.1b | I can travel with the ball under control (dirbbling, looking up)  I can change direction away from other players. | I can pass accurately.  I can receive and stop the ball.  I can pass and receive the ball over different distances, on the move. | I can travel quickly with the ball under control  I can strike the ball towards a target. | I can shoot / strike accurately.  I can use techniques to keep the ball low (leaning over the ball) | I can throw (in) accurately to players from behind the head  I can receive the ball thrown in to my feet | I can apply learnt skills and simple tactics in small football game situations |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I am happy to show and tell others about my ideas.  I show patience and support others listening carefully to them about our work  **Jumping:**  Jump from 2 feet to 2 feet with 180⁰ turn in either direction,  Complete a tuck jump,  Complete a tucked jump with 180⁰ turn in either direction  **Seated balance:**  Pick up a cone from one side and place on the other side, same hand, return to the opposite hand using the other hand  Sit in dish shape and hold it for 5 seconds. | | | | | |
| Sport: Gymnastics  NC PE2/1.1c | Travel - floor | Travel - hand apparatus | Travel - hand apparatus | Rotation - Floor work | Rotation - partner work | Rotation - partner work |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**: I have begun to identify areas for improvement. I can explain what I am doing well.  **On a line:**  March, lifting knees and elbows up to a 90⁰angle,  Walk fluidly with heel to toe landing,  Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing  **Stance:**  stand with good stance and withstand a small force from various angles,  stand with a good stance and raise alternate feet/knees 5 times  stand with a good stance and catch a ball at chest height and throw it back | | | | | |
| Sport: REAL Dance  NC PE2/1.1d | Shapes solo | Circles solo | Partnering shapes | Partnering circles | Artistry - abstraction | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**: I can respond differently to a variety of tasks. I can make up my own rules and versions of activities.  **Ball skills:**  Stand with legs apart and move a ball around 1 leg 16 times (both legs)  Move ball around waist 17 times  Stand with legs apart and move a ball around alternate legs 16 times  **Partner balance:**  Hold on with both hands/one hand and with a short base, lean back, hold balance and then move back together.  Repeat with eyes closed | | | | | |
| Sport: Net games  NC PE2/1.1b | Developing right and left hand confidence with direction  Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game | Develop hand and feet movement confidence with and without rackets  Develop aiming towards targets individually, in pairs and applying it in a team situation | Developing an understanding of ball flight with targets  Introducing the words and actions for forehand and backhand when sending and receiving | Introducing the upward toss of the ball and each hand doing a different action  Linking upward toss to serving action and developing an overarm tap serve | Applying step patterns with hand and racket actions in combination  Applying racket & ball skills in a competitive environment | Applying line judging and scoring with respect in a game situation  Applying simple attacking tactics and trying to outwit their opponent in a competitive game |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I can select and apply a range of skills with good control and consistency.  I can perform and repeat longer sequences with clear shapes and controlled movement.  **Send & receive:**  Strike a rolled ball with alternate hands in a rally,  Kick a ball with the same/alternating foot,  Roll 2 balls alternating using both hands to send 1 as the other is returning  **Reaction & response:** React and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg | | | | | |
| Sport: Striking & fielding  NC PE2/1.1a & PE2/1.1b | Sending and receiving a tennis ball as a team to reach a target | Use an overarm throw towards a target | Develop batting (cricket bat) and bowling technique | Develop fielding techniques | Defence tactics to protect wicket | Use and apply batting, bowling and fielding skills to play a simple striking and fielding game |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC | **Learning Objective**:  I can explain why we need to warm-up and cool down.  I can describe how and why my body changes during and after exercise.  I use equipment appropriately and move and land safely  **Floorwork:** Hold full front support position, lift 1 arm and point to the ceiling in front support, transfer cone on and off of own back whilst in front support  **Ball chasing:**  Chase a large ball/tennis ball- let it roll through legs then collect it in a balanced position facing the opposite direction | | | | | |
| Sport: Athletics  NC PE2/1.1a & PE2/1.1f | To develop speed technique. | To improve endurance  To improve running around a curve.  . | To throw in a variety of ways.  To adapt an appropriate throwing position.  To use and evaluate different types of throw. | To select a jump appropriate to gaining distance.  To land safely.  To review my own performance and modify.  To perform 5 basic jumps. | To work as a team to run a relay race  To begin to exchange on the move | Compete to beat personal best in throwing, jumping and running events |

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| **Year 4 Bur Oaks** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I have begun to challenge myself. I know where I am with my learning.  **Footwork:**  Hopscotch forwards and backwards, alternating hopping leg each time  Move in a 3-step zigzag pattern forwards/backwards  **1 leg balance:** one one leg: stand still 30 seconds eyes closed, complete 5 squats and 5 ankle extensions (both legs) | | | | | |
| Sport:  invasion Games - Hockey  NC PE2/1.1b | I can dribble the ball keeping it under control | I can pass & receive the ball.  (push pass)  I can stop the ball | I can develop my sending and receiving skills incorporating changes of speed and direction (reverse stick) | I can develop my awareness of tactics in order to keep possession  I can get into position to score | I can cooperate with others and make simple plans  I can use a range of tactics | I can apply learnt skills and simple tactics in small hockey game situations |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I am happy to show and tell others about my ideas.  I show patience and support others listening carefully to them about our work  **Jumping:**  Jump from 2 feet to 2 feet with 180⁰ turn in either direction,  Complete a tuck jump,  Complete a tucked jump with 180⁰ turn in either direction  **Seated balance:**  Pick up a cone from one side and place on the other side, same hand, return to the opposite hand using the other hand  Sit in dish shape and hold it for 5 seconds. | | | | | |
| Sport: Gymnastics  NC PE2/1.1c | Balance - partner work | Balance - partner work | Balance - partner work | Flight- Floor work | Flight - hand apparatus | Flight - hand apparatus |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I have begun to identify areas for improvement. I can explain what I am doing well.  **On a line:**  March, lifting knees and elbows up to a 90⁰angle,  Walk fluidly with heel to toe landing,  Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing  **Stance:**  stand with good stance and withstand a small force from various angles,  stand with a good stance and raise alternate feet/knees 5 times  stand with a good stance and catch a ball at chest height and throw it back | | | | | |
| Sport: REAL Dance  NC PE2/1.1d | Shapes solo | Circles solo | Partnering shapes | Partnering lifts | Partnering circles | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**: I can respond differently to a variety of tasks. I can make up my own rules and versions of activities.  **Ball skills:**  Stand with legs apart and move a ball around 1 leg 16 times (both legs)  Move ball around waist 17 times  Stand with legs apart and move a ball around alternate legs 16 times  **Partner balance:**  Hold on with both hands/one hand and with a short base, lean back, hold balance and then move back together.  Repeat with eyes closed | | | | | |
| Sport: Net games  NC PE2/1.1b | Developing right and left hand confidence with direction  Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game | Develop hand and feet movement confidence with and without rackets  Develop aiming towards targets individually, in pairs and applying it in a team situation | Developing an understanding of ball flight with targets  Introducing the words and actions for forehand and backhand when sending and receiving | Introducing the upward toss of the ball and each hand doing a different action  Linking upward toss to serving action and developing an overarm tap serve | Applying step patterns with hand and racket actions in combination  Applying racket & ball skills in a competitive environment | Applying line judging and scoring with respect in a game situation  Applying simple attacking tactics and trying to outwit their opponent in a competitive game |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Learning Objective**:  I can select and apply a range of skills with good control and consistency.  I can perform and repeat longer sequences with clear shapes and controlled movement.  **Send & receive:**  Strike a rolled ball with alternate hands in a rally,  Kick a ball with the same/alternating foot,  Roll 2 balls alternating using both hands to send 1 as the other is returning  **Reaction & response:** React and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg | | | | | |
| Sport: Striking & fielding  NC PE2/1.1a & PE2/1.1b | Sending and receiving a tennis ball as a team to reach a target | Use an overarm throw towards a target | Develop batting (cricket bat) and bowling technique | Develop fielding techniques | Defence tactics to protect wicket | Use and apply batting, bowling and fielding skills to play a simple striking and fielding game |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC | **Learning Objective**:  I can explain why we need to warm-up and cool down.  I can describe how and why my body changes during and after exercise.  I use equipment appropriately and move and land safely  **Floorwork:** Hold full front support position, lift 1 arm and point to the ceiling in front support, transfer cone on and off of own back whilst in front support  **Ball chasing:**  Chase a large ball/tennis ball- let it roll through legs then collect it in a balanced position facing the opposite direction | | | | | |
| Sport: Athletics  NC PE2/1.1a & PE2/1.1f | To develop speed technique. | To improve endurance  To improve running around a curve.  . | To throw in a variety of ways.  To adapt an appropriate throwing position.  To use and evaluate different types of throw. | To select a jump appropriate to gaining distance.  To land safely.  To review my own performance and modify.  To perform 5 basic jumps. | To work as a team to run a relay race  To begin to exchange on the move | Compete to beat personal best in throwing, jumping and running events |

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| **Year 5 Red Oaks (NOT COMPLETED)** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected**:  **Footwork:**  **1 leg balance:** | | | | | |
| Sport:  invasion Games - Netball  NC PE2/1.1a & PE2/1.1ab |  |  |  |  |  |  |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected**:  **Jumping:**  **Seated balance:** | | | | | |
| Sport: Gymnastics  NC PE2/1.1c | Travel - floor | Travel - hand apparatus | Travel - hand apparatus | Rotation - Floor work | Rotation - partner work | Rotation - partner work |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **On a line:**  **Stance:** | | | | | |
| Sport: REAL Dance  NC PE2/1.1d | Shapes solo | Circles solo | Artistry - abstraction | Artistry - Musicality | Partnering - Lifts | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **Ball skills:**  **Partner balance:** | | | | | |
| Sport: Net games  NC PE2/1.1b |  |  |  |  |  |  |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **Send & receive:**  **Reaction & response:** | | | | | |
| Sport: Striking & fielding  NC PE2/1.1a & PE2/1.1b |  |  |  |  |  |  |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC | **Expected:**  **Floorwork:**  **Ball chasing:** | | | | | |
| Sport: Athletics  NC PE2/1.1a & PE2/1.1f |  |  |  |  |  |  |

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| **Year 5 Red Oaks (OLD)** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| Real PE | Real P.E Unit 1 **Cognitive**  Ball skills & reaction response | Real P.E unit 2 **Creative**  seated balance & floor work | Real P.E Unit 3 **Social**  On a line & partner balance | Real P.E Unit4 **Physical**  Jumping & landing & one leg balance | Real P.E unit 5  **Health & fitness** static balance & footwork | Real P.E Unit 6 **Personal**  sending and receiving & ball chasing |
| NC | PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| Multi-sports | Invasion games - Netball | Real Gymnastics | Real  Dance | Bowls | strike/fielding games | Athletics |
| **NC** | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1c develop flexibility, strength, technique, control and balance | PE2/1.1d perform dances using a range of movement patterns | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1f compare their performances with previous ones and demonstrate improvement to  achieve their personal best. |
| Swimming | * PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres * PE2/1.2b use a range of strokes effectively * PE2/1.2c perform safe self-rescue in different water-based situations. | | | | | |

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| **Year 6 Mighty Oaks (OLD)** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| Real PE | Real P.E Unit 1 **Cognitive**  Ball skills & reaction response | Real P.E unit 2 **Creative**  seated balance & floor work | Real P.E Unit 3 **Social**  On a line & partner balance | Real P.E Unit4 **Physical**  Jumping & landing & one leg balance | Real P.E unit 5  **Health & fitness** static balance & footwork | Real P.E Unit 6 **Personal**  sending and receiving & ball chasing |
| NC | PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| Multi-sports | Invasion games -Football/Rugby | Real Gymnastics | Real  Dance | Tennis | strike/fielding games | Athletics |
| **NC** | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1c develop flexibility, strength, technique, control and balance | PE2/1.1d perform dances using a range of movement patterns | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1f compare their performances with previous ones and demonstrate improvement to  achieve their personal best. |
| Swimming | * PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres * PE2/1.2b use a range of strokes effectively * PE2/1.2c perform safe self-rescue in different water-based situations. | | | | | |
| OAA | * PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team: School camp and activity days e.g surfing. | | | | | |

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| **Year 6 Mighty Oaks (NOT COMPLETED)** | | | | | | | |
| **Term** | **P.E/Sport focus:** | **1** | **2** | **3** | **4** | **5** | **6** |
| Autumn 1 | Physical Education:  Unit 1 Personal  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected**:  **Footwork:**  **1 leg balance:** | | | | | |
| Sport:  invasion Games - Netball  NC PE2/1.1a & PE2/1.1ab |  |  |  |  |  |  |
| Autumn 2 | Physical Education:  Unit 2 Social  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected**:  **Jumping:**  **Seated balance:** | | | | | |
| Sport: Gymnastics  NC PE2/1.1c | Travel - floor | Travel - hand apparatus | Travel - hand apparatus | Rotation - Floor work | Rotation - partner work | Rotation - partner work |
| Spring 1 | Physical Education:  Unit 3 Cognitive  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **On a line:**  **Stance:** | | | | | |
| Sport: REAL Dance  NC PE2/1.1d | Shapes solo | Circles solo | Artistry - abstraction | Artistry - Musicality | Partnering - Lifts | Artistry -  making movement patterns |
| Spring 2 | Physical Education:  Unit 4 Creative  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **Ball skills:**  **Partner balance:** | | | | | |
| Sport: Net games  NC PE2/1.1b |  |  |  |  |  |  |
| Summer 1 | Physical Education:  Unit 5 Physical  NC PE2/1.1a, PE2/1.1c & PE2/1.1f | **Expected:**  **Send & receive:**  **Reaction & response:** | | | | | |
| Sport: Striking & fielding  NC PE2/1.1a & PE2/1.1b |  |  |  |  |  |  |
| Summer 2 | Physical Education:  Unit 6 Health & Fitness  NC | **Expected:**  **Floorwork:**  **Ball chasing:** | | | | | |
| Sport: Athletics  NC PE2/1.1a & PE2/1.1f |  |  |  |  |  |  |