



Physical Education & Sport at Chacewater School

<p>Intent</p>	<p>At Chacewater school, our Physical education and sport curriculum develops learner’s competence to excel in a broad range of physical activities and aims to prepare learners to go on and lead a healthy, active life.</p> <p>Our S.T.A.G P.E and sport curriculum aims for pupils to:</p> <p>Skills - Develop competency with the fundamental movement skills of Agility, Balance and Coordination.</p> <p>Teamwork - Experience opportunities to cooperate, support others and develop leadership skills in movement contexts.</p> <p>Active - Be physically active regularly and for sustained periods of time, contributing to increased fitness and an awareness of the importance of a healthy lifestyle.</p> <p>Games - Apply physical skills in competitive sports specific and game situations, engaging with confidence, sportsmanship and respect.</p>
<p>Implementation</p>	<p>In KS1 and LKS2, the 2 hours a week statutory PE is taught as follows:</p> <p>1 lesson a week ‘REAL PE’</p> <p>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. Each Unit focuses on a developmental ‘cog’ : personal, social, cognitive, physical, health & fitness and creative.</p> <p>1 lesson a week ‘Sport’</p> <p>This lesson focuses on using and applying a range of fundamental skills in games or sport specific situations. Learners also learn and apply tactics and work collaboratively as a team to achieve a goal. Units include: invasion games, striking and fielding, net games and athletics.</p> <p>We also discreetly teach :</p> <ul style="list-style-type: none"> ● Gymnastics – REAL Gym ● Dance – REAL dance <p>These units continue to develop the REAL PE ‘cogs’ and fundamental skills.</p>

In UKS2, we combine physical education and sport together in both lessons. The fundamental skills taught in the REAL P.E progression continue to drive the curriculum but are taught within a sport specific context and the focus is on using and applying these skills. In addition, Pupils in UKS2 take part in:

- Outdoor Adventurous Activities (OAA) through orienteering and team games in school and outdoor pursuits including climbing, abseiling and other adventurous activities during residential trips.
- Health related education (HRE)- Pupils undertake fitness activities and record their progress towards personal goals. Pupils develop an understanding of the importance of health and fitness and have opportunities to coach their peers and lead warm ups/cool downs.
- Bowls - Chacewater Lawn bowls club is a walking distance from the school. Pupils learn the techniques, rules, tactics and scoring and have the opportunity to compete.
- Swimming – Better Leisure swimming programme delivered by qualified swimming teachers to pupils in years 4, 5 and 6.

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 provide an extensive range of 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 all KS2 children to take part in festivals and competitions with other schools in a variety of sports and every child in school participates 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 indoor and outdoor 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, Pirates Rugby, Better Leisure, Chacewater Bowls club, D.T coaching 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 (UKS2 only)
- 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

<p><u>L</u>ocal</p>	<ul style="list-style-type: none"> - Opportunities to work with community sports club links - Bikeability around the locality. - Matches, games and festivals with other local schools - Cluster collaboration with our local Secondary School and primary schools
<p><u>E</u>ngaging</p>	<ul style="list-style-type: none"> - Inclusive physical education offer - Whole school Sports day event - Specialist coaches e.g Rugby, swimming, football - A variety of resources and facilities used throughout the curriculum e.g bikes, swimming, large gymnastics apparatus, recreation field,
<p><u>A</u>spirng & <u>A</u>mbitious</p>	<ul style="list-style-type: none"> - 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><u>P</u>owerful & <u>p</u>urposeful</p>	<ul style="list-style-type: none"> - 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

Sports Units:

Y1 - Y6			UKS2 only	
Invasion games	Gymnastics	Dance	swimming (& Y4)	Yoga
Athletics	Striking & fielding	Net games	Outdoor adventurous activities	Health and Fitness

Chacewater School PE curriculum map

	Autumn Term		Spring Term		Summer Term	
<u>EYFS</u>	Real P.E Foundations		Real P.E Foundations		Real P.E Foundations	
	Outdoor adventures		Outdoor adventures		Outdoor adventures	
<u>Year 1</u>	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	Athletics	strike/fielding games
<u>Year 2</u>	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	Athletics	strike/fielding games
<u>Year 3</u>	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 (PPP)	Real Gymnastics	Real Dance	Tennis	Athletics	strike/fielding games
<u>Year 4</u>	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	Real P.E Unit 5 Applying physical Reaction response & floorwork	Real P.E unit 6 Health & fitness ball chasing & stance
	Invasion games Netball (PPP)	Real Gymnastics (Partner balances FUNS unit 4)	Real Dance	Tennis	Athletics	strike/fielding games
		Swimming <i>Better leisure</i>				

UKS2 - Fundamental skills (FUNS) delivered through sports application:

<u>Year 5</u>	Invasion games Rugby (Arena)	Invasion games Football (PPP)	OAA (TRIO) R.PE COG: Social FUNS: - Footwork (unit 3)	Tennis (LTA) FUNS: - Sending and receiving (Unit 6) - Reaction response (Unit 1)	Athletics R.PE COG: Physical FUNS: - Jumping and landing (unit 5)	Strike/field games: Rounders R.PE COG: Cognitive FUNS: - Ball chasing (Unit 6)
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	Netball (ARENA) R.PE COG: Personal FUNS: -Ball skills (Unit 1) Bench ball games: - stance (unit 3)	Real Gymnastics Unit 1 R.PE COG: Creative FUNS: -On a line (unit 2)	HRE R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	Yoga - Seated balance (Unit 4) - one leg balance (unit 5)	REAL Dance Y5/6 Unit 1 FUNS: - Partner counter balances (unit 2)	Dance (Summer show)	Swimming <i>Better leisure</i> 1.7.24 - 12.7.24
					<i>Bowls (TBC)</i>		
<u>Year 6</u>	Invasion games Rugby (Arena)	Hockey (Quick sticks)	OAA (TRIO) R.PE COG: Social FUNS: - Footwork (unit 3)	Tennis (LTA) FUNS: - Sending and receiving (Unit 6) -Reaction response (Unit 1)	Athletics R.PE COG: Physical FUNS: Jumping and landing (unit 5)	Strike/field games: Rounders R.PE COG: Cognitive FUNS: - Ball chasing (Unit 6)	
	Netball (ARENA) R.PE COG: Personal FUNS: -Ball skills (Unit 1) Bench ball games : - stance (unit 3)	Real Gymnastics Unit 2 R.PE COG: Creative FUNS: -On a line (unit 2) - Partner counter balances (unit 2)	HRE R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	Yoga - Seated balance (Unit 4) - 1 leg balance (unit 5)	SATS WC 13.5.24	Swimming <i>Better leisure</i> 17.6.24-27.6.23	OAA residential
					REAL leaders?	Bikeability 2.7.24 - 11.7.24	Dance (Summer show)

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.

<u>EYFS Acorns</u>		
Term	Real PE Foundation focus:	Theme & fundamental skill introduction
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	Health & 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

Outdoor opportunities:

- Bikes and scooters
- Outdoor adventure

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

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	To be able to move safely around a space holding a ball	To be able to dribble a large ball I can bounce a large ball	To be able to move around with a ball maintaining possession and avoiding attackers	To be able to move at speed with a ball	To be able to send and receive a large ball to a partner	To be able to 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	Learning Objective: I can explore and describe different movements Ball skills:					

	NC PE1/1.1a	<p>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</p>					
	<p>Sport: Net games NC PE1/1.1b</p>	<p>To be able to use the 5 fundamental footstep patterns</p> <p>To be able to send and receive a moving ball with hands & rackets</p>	<p>To be able to develop the 5 fundamental footstep patterns</p> <p>To be able to develop confidence in sending and receiving a ball using hands and rackets</p>	<p>To be able to connect foot patterns with the ball bouncing & throws</p> <p>To be able to work individually and in pairs to introduce space and timing incorporating a basic service action</p>	<p>To be able to use hand patterns and sequencing.</p> <p>To be able to use a volley action through sending & receiving over a basic net</p>	<p>To be able to link body and feet movement with direction</p> <p>To be able to use forward/backwards/upwards/downward movements with balls and rackets</p>	<p>To be able to link key words to foot and hand patterns</p> <p>To be able to use a scoring system, understanding IN & OUT whilst rallying</p>
Summer 1	<p>Physical Education: Unit 5 Physical NC PE1/1.1a & PE1/1.1b</p>	<p>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</p>					
	<p>Sport: Athletics NC PE1/1.1a</p>	<p>To be able to learn the basic technique of sprinting with a more formal standing start.</p>	<p>To be able to develop the basic technique of distance running.</p>	<p>To be able to develop the basic technique of underarm throwing.</p>	<p>To be able to develop the basic technique of jumping 2 feet to 2 feet. (standing broad jump)</p>	<p>To be able to develop the basic idea of relay running: passing an object to next runner</p>	<p>To be able to compete to beat my personal best in throwing, jumping and running events</p>
Summer 2	<p>Physical Education: Unit 6 Health & Fitness NC PE1/1.1a</p>	<p>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.</p>					
	<p>Sport: Striking & fielding NC PE1/1.1b</p>	<p>To be able to move at speed using a racket</p>	<p>To be able to aim towards a target using a tennis</p>	<p>To be able to aim towards a target using a tennis</p>	<p>To be able to use a cricket bat to strike a ball</p>	<p>To understand the roles of bowler, batter and fielder</p>	<p>To be able to use batting, bowling and fielding skills to play a simple</p>

			racket & beanbag (batting)	racket & ball(batting)			quick cricket style game in small groups
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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	To be able to move safely around a space holding a ball	To be able to dribble and bounce a large ball	To be able to move around with a ball maintaining possession and avoiding attackers	To be able to move at speed with a ball	To be able to send and receive a large ball to a partner	To be able to 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	To be able to Flight - floor work	To be able to Flight - hand apparatus	To be able to Flight - hand apparatus	To be able to Rotation - Floor work	To be able to Rotation - low apparatus	To be able to 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 90°/lifting heels to bottom Stance: Stand on a low beam with good stance for 10 seconds					
	Sport: REAL Dance NC PE1/1.1c	To be able to Shapes solo	To be able to Partnering shapes	To be able to Circles solo	To be able to Partnering circles	To be able to Artistry - abstraction	To be able to Artistry - making movement patterns
Spring 2	Physical Education: Unit 4 Creative	Learning Objective: I can select and link movements together to fit a theme.					

	NC PE1/1.1a	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	To be able to use the 5 fundamental footstep patterns To be able to send and receive a moving ball with hands & rackets	To be able to develop the 5 fundamental footstep patterns To be able to develop confidence in sending and receiving a ball using hands and rackets	To be able to connect foot patterns with the ball bouncing & throws To be able to incorporate a basic service action	To be able to use hand patterns and sequencing. To be able to use a volley action through sending & receiving over a basic net	To be able to link body and feet movement with direction To be able to use forward/backwards/upwards/downward movements with balls and rackets	To be able to link key words to foot and hand patterns To be able to use 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: Athletics NC PE1/1.1a	To be able to learn the basic technique of sprinting with a more formal standing start.	To be able to develop the basic technique of distance running.	To be able to develop the basic technique of underarm throwing.	To be able to develop the basic technique of jumping 2 feet to 2 feet. (standing broad jump)	To be able to develop the basic idea of relay running: passing an object to next runner	To be able to compete to beat my personal best in throwing, jumping and running events.
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: Striking & fielding NC PE1/1.1b	To be able to aim towards a target using a tennis racket (batting)	To be able to use an underarm throw to bowl to a partner,	To be able to hit the ball into a space (tennis racket)	To be able to use a cricket bat to strike a ball	To be able to use fielding skills including overarm throw for long distances	To be able to use and apply batting, bowling and fielding skills to

			returning a ball using a tennis racket				play a simple quick cricket game
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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 (Taught in UKS2)
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety (Taught in Y4 ,5 & 6)

- 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.

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	To be able to control a ball using your feet.	To be able to pass the ball accurately using your feet.	To be able to dribble and turn with the ball under control.	To be able to defend against an attacker.	To be able to shoot / strike accurately towards a target.	To be able to apply learnt skills and work as a team 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 180° turn in either direction, Complete a tuck jump, Complete a tucked jump with 180° 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	To be able to travel on the floor	To be able to travel using hand apparatus	To be able to perform a travelling sequence using hand apparatus	To be able to explore and use rotation within floor work	To be able to explore and use rotation within partner work	To be able to perform a sequence using rotation within partner work
Spring 1	Physical Education: Unit 3 Cognitive NC PE2/1.1a, PE2/1.1c & PE2/1.1f	<p>Learning Objective: I have begun to identify areas for improvement. I can explain what I am doing well.</p> <p>On a line: March, lifting knees and elbows up to a 90°angle, Walk fluidly with heel to toe landing, Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing</p> <p>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</p>					
	Sport: REAL Dance NC PE2/1.1d	To be able to: Shapes solo	To be able to: Circles solo	To be able to: Partnering shapes	To be able to: Partnering circles	To be able to: Artistry - abstraction	To be able to: Artistry - making movement patterns
Spring 2	Physical Education: Unit 4 Creative NC PE2/1.1a, PE2/1.1c & PE2/1.1f	<p>Learning Objective: I can respond differently to a variety of tasks. I can make up my own rules and versions of activities.</p> <p>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</p> <p>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</p>					
	Sport: Net games NC PE2/1.1b	To be able to develop right and left hand confidence with direction	To be able to develop hand and feet movement confidence with and without rackets	To be able to develop an understanding of ball flight with targets	To be able to use the upward toss of the ball and each hand doing a different action	To be able to apply step patterns with hand and racket actions in combination	To be able to apply line judging and scoring with respect in a game situation

		To be able to aim at targets and applying simple attacking /defending tactics in a competitive game	To be able to develop aiming towards targets individually, in pairs and applying it in a team situation	To understand the words and actions for forehand and backhand when sending and receiving	To be able to link upward toss to serving action and develop an overarm tap serve	To be able to apply racket & ball skills in a competitive environment	To be able to apply 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	<p>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.</p> <p>Reaction & response: React and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg</p> <p>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</p>					
	Sport: Athletics NC PE2/1.1a & PE2/1.1f	To be able to develop speed technique.	To be able to improve endurance To be able to improve running around a curve.	To be able throw in a variety of ways and evaluate different types of throw.	To be able to select a jump appropriate to gaining distance and land safely.	To work as a team to run a relay race, beginning to use an efficient technique for transitions.	To be able to complete to beat my own personal best in throwing, jumping and running events.
Summer 2	Physical Education: Unit 6 Health & Fitness NC PE2/1.1c	<p>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</p> <p>Ball chasing: Chase a large ball/tennis ball- let it roll through legs then collect it in a balanced position facing the opposite direction</p> <p>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</p>					
	Sport: Striking & fielding NC PE2/1.1a & PE2/1.1b	To be able to send and receive a tennis ball as a team to reach a target	To be able to use an overarm throw towards a target	To be able to develop batting (cricket bat) and bowling techniques	To be able to develop fielding techniques	To be able to use defence tactics to protect the wicket	To be able to use and apply batting, bowling and fielding skills to play a simple

							striking and fielding game
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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	<p>Learning Objective: I have begun to challenge myself. I know where I am with my learning.</p> <p>Footwork: Hopscotch forwards and backwards, alternating hopping leg each time Move in a 3-step zigzag pattern forwards/backwards</p> <p>1 leg balance: one one leg: stand still 30 seconds eyes closed, complete 5 squats and 5 ankle extensions (both legs)</p>					
	Sport: invasion Games – netball NC PE2/1.1b	To be able to pass and receive the ball in netball	To be able to perform a stride stop in netball	To be able to dodge into a space	To be able to mark a player to defend.	To be able to shoot at a target.	To be able to work as a team in a small game.
Autumn 2	Physical Education: Unit 2 Social NC PE2/1.1a, PE2/1.1c & PE2/1.1f	<p>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</p> <p>Jumping: Jump from 2 feet to 2 feet with 180° turn in either direction, Complete a tuck jump, Complete a tucked jump with 180° turn in either direction</p> <p>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.</p>					
	Sport: REAL Dance NC PE2/1.1d	To be able to: Shapes solo	To be able to: Circles solo	To be able to: Partnering shapes	To be able to: Partnering lifts & circles	To be able to: Artistry - making movement patterns	To be able to: Perform dances using a range of movement patterns
Spring 1	Physical Education:	<p>Learning Objective:</p>					

	Unit 3 Cognitive NC PE2/1.1a, PE2/1.1c & PE2/1.1f	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 90°angle, Walk fluidly with heel to toe landing, Walk fluidly lifting knees/lifting heels to bottom and using heel to toe landing 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					
	Sport: Gymnastics NC PE2/1.1c	To be able to explore balances in partner work.	To be able to develop shoulder and core stability.	To be able to create and perform acrobatic sequences using partner balances.	To be able to explore travel within floor work	To be able to explore travel moving on and over low apparatus.	To be able to develop a simple sequence involving travelling on large apparatus.
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. 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 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	To be able to develop right and left hand confidence with direction. To be able to aim at targets and applying simple attacking /defending tactics in a competitive game	To be able to develop hand and feet movement confidence with and without rackets To be able to develop aiming towards targets individually, in pairs and applying it in a team situation	To understand ball flight with targets To know the words and actions for forehand and backhand when sending and receiving	To be able to Link the upward toss to serving action and developing an overarm tap serve	To be able to apply step patterns with hand and racket actions in combination.	To be able to apply simple attacking tactics and trying to outwit their opponent in a competitive game

	Swimming PE2/1.2a , PE2/1.2b, PE2/1.2c	To be able to swim competently, confidently and proficiently over a distance of at least 25 metres	To be able to use a range of strokes effectively	To be able to perform safe self-rescue in different water-based situations.		
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. Reaction & response: React and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg 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				
	Sport: Athletics NC PE2/1.1a & PE2/1.1f	To be able to develop speed technique.	To be able to improve endurance	To be able to throw in a variety of ways, evaluating different types of throw.	To be able to select a jump appropriate to gaining distance and land safely,	To be able to work as a team to run a relay race, beginning to exchange on the move
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 Ball chasing: Chase a large ball/tennis ball- let it roll through legs then collect it in a balanced position facing the opposite direction 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: Striking & fielding NC PE2/1.1a & PE2/1.1b	To be able to send and receive a tennis ball as a team to reach a target.	To be able to use an overarm throw towards a target.	To be able to develop batting (cricket bat) and bowling techniques.	To be able to develop fielding techniques,	To be able to use defence tactics to protect the wicket.

Year 5 Red Oaks

Term	P.E/Sport focus:	1	2	3	4	5	6
Autumn 1	Invasion Games - Netball NC PE2/1.1a & PE2/1.1ab R.PE COG: Personal FUNS: -Ball skills (Unit 1) - stance (unit 3)	(Bench ball) To be able to maintain a controlled stance on a beam whilst catching a ball, stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body	Individual ball skills (Unit 1): move ball around legs in figure of 8 To be able to land a jump 1 foot, then the other To be able to pivot on either leg	Individual ball skills (Unit 1): move ball around waist into figure of 8 around legs To be able to send and receive a chest, bounce and shoulder pass To be able to catch the ball whilst in the air, then pivot to pass	Individual ball skills (Unit 1): move ball around waist then alternate legs To be able to shoot at a target (netball nets)	Individual ball skills (Unit 1): criss crosses with and without a bounce To be able to mark and defend a goal and intercept the ball To be able to work as a team in formation (positions for high 5 netball)	To be able to use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game
	Invasion Games - Rugby NC PE2/1.1a & PE2/1.1ab	To be able to move with the ball with accuracy, confidence and control To be able to find and use space	To be able to send and receive the ball accurately and laterally at chest height	To be able to perform skills of passing with speed and accuracy To be able to work together with others to invade space	To be able to use specific modes of attack (formations) To be able to defend to deny opposition space	To be able to use attacking and defending skills To be able to combine and perform skills with control in a variety of situations	To be able to apply learnt skills and tactics in small tag rugby game situations
Autumn 2	Invasion Games - Football NC PE2/1.1a & PE2/1.1ab R.PE COG: Cognitive	To be able to dribble the ball with both feet, including performing turns	To be able to pass the ball with inside foot, front or laces.	To be able to lose a defender and move into a space to receive the ball.	To be able to use attacking and defending techniques in a	To be able to shoot using the top of the foot (laces) to aim for the corners of the	To be able to communicate with the team to develop tactics for

		and drag backs and be able to stop a ball using both the sole and inside foot	To be able to select the correct pass for various distances.		small game situation e.g show good body position to defend and mark another player.	goal and shoot from various angles	attacking and defending
	Real gymnastics Unit 1 NC PE2/1.1c R.PE COG: Creative FUNS: -On a line (unit 2) - one leg balance (unit 5)	To be able to develop my balance on one leg. One leg balance (unit 5): - stand still on a uneven surface (wobble cushion) with eyes open and eyes closed -10x 1 leg squats into ankle extensions -5x squats with eyes closed	To be able to combine ball tricks and gymnastics skills such as balances, jumps and turns.	To be able to create and perform rhythmic sequences as a small group using hand apparatus.	To be able to move fluidly in a line and explore ways to move in a line. On a line (unit2): walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing lunge walks, opposite elbow at 90 degrees	To be able to explore travelling over, under and along low apparatus	To be able to create and perform bench sequences in a pair or small group using balances, flight, rotation and travelling movements.
Spring 1	OAA NC PE2/1.1e FUNS: - Footwork (unit 3)	To be able to give and to follow multi step instructions add FUNS	To be able to transfer information from map to ground	To be able to recognise features and symbols on a map	To be able to orientate and thumb the map to follow a course	To be able to plan and follow a short loop course.	To be able to plan the most efficient route so the course is completed in the quickest time.
	Health related education NC PE2/1.1f R.PE COG: Health & fitness FUNS: Seated balance (Unit 4) - floor work (Unit 4)	To be able to record my personal best 1st try for a range of health and fitness circuit activities and set my own targets to improve	To be able to describe the basic fitness components and identify ways we can improve and develop our fitness.	To be able to record my personal best 2nd try for a range of health and fitness circuit activities. Review my progress towards my personal targets.	To be able to record and monitor how hard I am working: Take pulse reading before, straight after exercising and after a rest to observe the effects on our	To be able to record my personal best 3rd and final try for a range of health and fitness circuit activities. To be able to review my targets and compare my	To design a circuit for my partner which works on developing a range of the basic fitness components.

			Seated balance (Unit 4): in seated position without hands and feet down, pick up cone and place on other side Hold V sit with straight arms and legs for 10 seconds		cardiovascular system. Floor work (Unit 4): transfer cone /tennis ball on and off back in front/back support	results over the unit - have I improved? What are my next steps?	
Spring 2	Sport: Net games NC PE2/1.1b FUNS: - Sending and receiving (Unit 6) -Reaction & response (Unit 1)	To be able to develop right and left side hand and foot movements in combination To be able to develop forehand & backhand sending and receiving actions, using hands and rackets add FUNS	To be able to develop reactions to a moving ball, building rhythm and sequences To be able to develop forehand/backhand actions and apply the technique in small games	To be able to develop foot movement and racket control To understand the flight of the ball & timing of the bounce in relation to body position	To be able to understand the attacking strategy of playing into a space To be able to develop a basic overarm serve and return of serve technique	To be able to develop competence in movement around the court space, using sequences whilst ball handling To be able to develop the volley action and applying it in a competition	To be able to apply key step patterns in sequence, mirroring actions and cooperative rallying to practice hand, feet and body movements To be able to apply key actions in a competitive game situation, with scoring
	REAL Dance NC PE2/1.1d R.PE COG: Social FUNS: - Partner counter balances (unit 2)	To be able to explore standing and floor shapes and develop transitions between	To be able to develop solo movement patterns themed on circles, incorporating turns and jumps.	To be able to work with a partner to translate the movement of a silk into a dance sequence	To be able to develop musicality, considering the phrasing and feel of the music.	To be able to explore lifts and leans in partnership (FUNS: Partner counter balances (unit 2))	To be able to perform learnt dances using a range of movement patterns to an audience
Summer 1	Bowls? or yoga						
	Sport: Athletics	To be able to evaluate effective	To be able to exchange a relay	To be able to begin to use a triple jump	To be able to develop accurate	To be able to pace themselves when	be able to compete to beat personal

	NC PE2/1.1a & PE2/1.1f R.PE COG: Physical FUNS: -Jumping and landing (unit 5)	running technique and coach others to improve add FUNS	baton whilst running at speed	(hop skip jump) technique Keep tall Swing arms	throwing technique for different equipment e.g javelin, ball, beanbag	running for distance Run around a curve	best in throwing, jumping and running events. To be able to evaluate to improve my own performance
Summer 2	Striking & fielding NC PE2/1.1a & PE2/1.1b FUNS: - Ball chasing (Unit 6)	To be able to develop techniques for bowling a tennis ball underarm develop techniques for batting with a rounders bat	To be able to send and receive an overarm throw over a large distance when fielding (Face partner who throws ball over head, turn and catch after 1 bounce)	To understand the role of a backstop To be able to respond quickly and with accurate passing (Face away from partner who feeds ball over head, react and catch after 1 bounce.)	To be able to develop strategies and use tactics as a team to beat their opposition: deep fielding (Roll and chase large ball stopping it with knee sideways - long barrier)	To be able to use a range of strategies and tactics as a team for different scenarios	To be able to use and apply batting, bowling and fielding skills to play a simple rounders game
	Swimming PE2/1.2a PE2/1.2b PE2/1.2c	To be able to swim competently, confidently and proficiently over a distance of at least 25 metres	To be able to use a range of strokes effectively	To be able to perform safe self-rescue in different water-based situations.			

Year 6 Mighty Oaks

Term	P.E/Sport focus:	1	2	3	4	5	6
Autumn 1	Invasion Games - Rugby NC PE2/1.1a & PE2/1.1ab	To be able to move with the ball with accuracy, confidence and control To be able to find and use space	To be able to send and receive the ball accurately and laterally at chest height	To be able to perform skills of passing with speed and accuracy To be able to work together with others to invade space	To be able to use specific modes of attack (formations) To be able to defend to deny opposition space	To be able to use attacking and defending skills To be able to combine and perform skills with control in a variety of situations	To be able to apply learnt skills and tactics in small tag rugby game situations
	Invasion Games - Netball NC PE2/1.1a & PE2/1.1ab R.PE COG: Personal FUNS: -Ball skills (Unit 1) - stance (unit 3)	To be able to develop a balanced stance on a low beam whilst catching a ball. Bench ball - stance balance skills (Unit 3) Stand on a line/low beam: - raise alternate knee to opposite elbow - catch large ball at knee, above head and away from body - catch small ball thrown close to and away from the body	Individual ball skills (Unit 1): move ball around legs in figure of 8 To be able to land a jump 1 foot, then the other I can pivot on either leg	Individual ball skills (Unit 1): move ball around waist into figure of 8 around legs To be able to send and receive a chest, bounce and shoulder pass To be able to catch the ball whilst in the air, then pivot to pass	Individual ball skills (Unit 1): move ball around waist then alternate legs To be able to shoot at a target (netball nets)	Individual ball skills (Unit 1): criss crosses with and without a bounce To be able to mark and defend a goal and intercept the ball. To be able to work as a team in formation (positions for high 5 netball)	To be able to use and apply learnt skills and attacking and defending tactics appropriately in a high 5 netball game

Autumn 2	Invasion Games - Hockey	To be able to dribble the ball with control and increasing speed, changing direction and using the correct side of the stick.	To be able to send and receive the ball accurately and at speed.	To be able to receive the ball from one direction and pass to another.	To be able to make progress towards target, choosing when to retain possession, dribble or pass.	To be able to mark opposition, tackle and defend.	To be able to use attacking and defending skills appropriately in hockey games.
	Sport: REAL Gymnastics UNIT 2 NC PE2/1.1c R.PE COG: Social FUNS: -On a line (unit 2) - Partner counter balances (unit 2)	To be able to work with a peer to develop a range of partner counter balances. Partner counter balances (unit 2): stand on 1 leg holding with 1 hand, lean back stand on 1 leg while holding partner's opposite foot	To be able to create and perform a sequence of partner balances to a beat	To be able to develop my balance when moving on a line or low beam. On a line/beam (unit2): - walk forwards and backwards fluidly heel to bottom, knee up and heel-toe landing lunge walks, opposite elbow at 90 degrees	To be able to explore flight and jumps, over and off of large apparatus - benches, tables and mats	To be able to explore travel around, on, over and through other large apparatus - wall bars, ropes, ladders and monkey bars	To be able to develop a sequence in a pair on the large apparatus using shapes, balances, travel flight and rotation.
Spring 1	OAA NC PE2/1.1e R.PE COG: Social FUNS: - Footwork (unit 3)	To be able to give and to follow multi step instructions	To be able to transfer information from map to ground	To be able to recognise features and symbols on a map	To be able to orientate and thumb the map to follow a course	To be able to plan and follow a short loop course.	To be able to plan the most efficient route so the course is completed in the quickest time.
	HRE NC PE2/1.1f R.PE COG: Health & fitness FUNS:	To be able to record my personal best 1st try for a range of health and fitness circuit activities	To be able to describe the basic fitness components and identify ways we can improve and	To be able to record my personal best 2nd try for a range of health and fitness circuit activities.	To be able to record and monitor how hard I am working: Take pulse reading before, straight	To be able to record my personal best 3rd and final try for a range of health	To be able to design a circuit for my partner which works on developing a range

	Seated balance (Unit 4) - floor work (Unit 4)	and set my own targets to improve	develop our fitness. Seated balance (Unit 4): in seated position without hands and feet down, pick up cone and place on other side Hold V sit with straight arms and legs for 10 seconds	Review my progress towards my personal targets.	after exercising and after a rest to observe the effects on our cardiovascular system. Floor work (Unit 4): transfer cone /tennis ball on and off back in front/back support	and fitness circuit activities. To be able to review my targets and compare my results over the unit - have I improved? What are my next steps?	of the basic fitness components.
Spring 2	Sport: Net games NC PE2/1.1b	To be able to develop right and left side hand and foot movements in combination To be able to develop forehand & backhand sending and receiving actions, using hands and rackets	To be able to develop reactions to a moving ball, building rhythm and sequences To be able to develop forehand/backhand actions and apply the technique in small games	To be able to develop foot movement and racket control understanding the flight of the ball & timing of the bounce in relation to body position	To be able to use the attacking strategy of playing into a space To be able to develop a basic overarm serve and return of serve technique	To be able to develop competence in movement around the court space, using sequences whilst ball handling To be able to develop the volley action and applying it in a competition	To be able to apply key step patterns in sequence, mirroring actions and cooperative rallying to practise hand, feet and body movements To be able to apply key actions in a competitive game situation, with scoring
Summer 1	Sport: Athletics NC PE2/1.1a & PE2/1.1f	To be able to evaluate effective running technique and coach others to improve	To be able to exchange a relay baton whilst running at speed	To be able to begin to use a triple jump (hop skip jump) technique	To be able to develop accurate throwing technique for different equipment e.g javelin, ball, beanbag	To be able to pace yourself when running for distance	To be able to evaluate to improve my own personal best performance in throwing, jumping and running events.

Summer 2	Swimming PE2/1.2a PE2/1.2b PE2/1.2c	To be able to swim competently, confidently and proficiently over a distance of at least 25 metres	To be able to use a range of strokes effectively			To be able to perform safe self-rescue in different water-based situations.	
	Bikeability	<i>External providers</i>					
	Sport: Striking & fielding R.PE COG: Cognitive NC PE2/1.1a & PE2/1.1b	To be able to develop techniques for bowling a tennis ball underarm To be able to develop techniques for batting with a rounders bat	To be able to send and receive an overarm throw over a large distance when fielding Face partner who throws ball over head- turn and catch after 1 bounce	To understand the role of a backstop To be able to respond quickly and with accurate passing	To be able to develop strategies and use tactics as a team to beat their opposition: deep fielding (long barrier)	To be able to use a range of strategies and tactics as a team for different scenarios	To be able to use and apply batting, bowling and fielding skills to play a simple rounders game
OAA - Y6 residential PE2/1.1e	- Take part in outdoor and adventurous activity challenges both individually and within a team						