# Physical Education at Newtown Community Primary School

## Excellence in Learning for Excellence in Life






## Intent and implementation: How do we teach Physical Education and what this looks like in practice at Newtown

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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

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

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| Curriculum planning | The national curriculum and EYFS is the starting point for the Physical Education curriculum at Newtown Community Primary School.<br>It is a progressively sequenced curriculum based upon the 'Youth Development Model'. The 'Youth Development Model' recognises that primary age children, because of their age and stage of development, benefit significantly from high quality teaching that develops fundamental movement skills and motor competence.<br>The curriculum enables children to build upon and apply these skills and attributes, by developing their understanding of how to move, when to move and where to move in a range of games and sports activities.<br>Each unit sequence of Physical Education learning is planned to build coherently across a series of sessions, where children learn the component knowledge, skills and understanding necessary to build towards composite outcomes. |
| Build on prior learning, embedding most useful content | 'Golden Threads'; the most useful content within Physical Education has been identified and the curriculum is structured to enable regular revisiting of this content throughout the curriculum progression and within other subject areas. For example, children learn about passing and moving into space at different points in the curriculum when they learn to play netball, basketball, football, rugby and hockey. |
| Relevant contexts for learning | Contexts for Physical Education learning are identified and planned for as they are purposeful, relevant and engaging for children. Children learn about the positive impact of physical activity and participation in sport on aerobic, anaerobic, mental health. This learning is reinforced in other areas of the curriculum including science and personal development. |
| Vocabulary and language use | Children learn relevant vocabulary because it is explicitly included within the sequenced curriculum end points, unit learning sequences and through knowledge organisers used to deepen children's disciplinary knowledge. |
| Assessment | Authentic assessment is used to enable, both children and teachers to understand success. In all year groups a blend of product self-assessment criteria and low stakes quizzes are used. |

# Newtown Community Primary School: Physical Education Strategy

| Strategy | Lessons | Playtimes | Events and competition | Assemblies | Clubs |
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| Children develop accuracy, balance, agility, power, and speed.<br>We embed the learning of **fundamental movement skills leading** to **motor competence** in a range of ways across the curriculum**.**<br>The **fundamental movement skills** are:<br>• Locomotor skills, for example running and jumping.<br>• Stability skills, for example twisting and balancing.<br>• Manipulation skills, such as throwing and catching.<br>**Motor competence** is the knowledge of the range of movements that become increasingly sport- and physical activity-specific.<br>**Motor competence** builds the confidence of children to take part in physical activity and sport.<br>3-8 optimum years old for developed – what does our curriculum do? | Children take part in two PE lessons each week.<br>Our curriculum is based upon the PE Pro approach and resources.<br>Each year group<br>All lessons follow a format of:<br>• Retrieval and recap of prior learning<br>• Warm up<br>• Athletic development<br>• Skills<br>• Game<br>• Review<br>PE Pro resources are used to support teacher understanding and explicit modelling of skills.<br>**How, when, where to move**<br>Teachers ensure that fundamental rules, strategies and tactics are learned as part of a sequence of lessons.<br>**Children learn and use:**<br>The name of the game…<br>The aim of the game… (Strategy)<br>The way of the game… (Rules and Tactics)<br>Within other subject lessons and where relevant, children retrieve, recap and apply knowledge and understanding of physical activity. | Sports coaches are used to support supervision at lunchtimes.<br>They oversee informal sporting opportunities by:<br>In KS2<br>Facilitating sports that embed skills children have learned in PE lessons.<br>Intervene with children to model to and instruct on correct skills development and use of equipment.<br>In KS1 they facilitate opportunity for intervene to support children's development of fundamental movement skills.<br>Children learn and use:<br>The name of the game…<br>The aim of the game… (Strategy)<br>The way of the game… (Rules and Tactics) | To ensure that all children can develop character and apply the skills they are learning, opportunities to take part in competitions are built into the PE timeline including:<br>Regular interhouse competitions to celebrate the learning from a sequence of lessons.<br>Whole school sports days which blend inclusive team centred competition with opportunity for individuals also to demonstrate skills.<br>Children can take part in competitive activity both structured and informal every lunchtime.<br>Healthy Body, Healthy Mind topic and week gives children a range of opportunities to celebrate and take part in physical activities. | Superstar assemblies are used to celebrate children's success in PE lessons and other sporting events.<br>Superstar assemblies are used to celebrate children's sporting achievements from outside of school. | A range of after school sports clubs are available for children in KS1 and KS2.<br>Clubs are planned to build on children's understanding and opportunity to take part in well known sports such as football and badminton, however clubs such as archery provide opportunities for children to experience to well-known sports. |
| Children develop the understanding of how to move, when to move and where to move in a range of games and sports activities.<br>They learn conventions and principles in a range of games and sports for:<br>Attacking, defending, dribbling, passing, tracking, use of space, keeping possession. | | | | | |
| Children develop a positive attitude to healthy participation:<br>• Teaching motivates children to engage successfully in sport and PE to a level that they will want to continue.<br>• Children have regular opportunities to experience positive competitive PE experiences through lessons and events.<br>• Children learn about the positive impact of physical activity and participation in sport on aerobic, anaerobic, mental health. | | | | | |
| Equality, equity, and promotion of British Values are promoted and planned for within the PE curriculum.<br>The school's key value of **Kindness and Respect** underpins behaviour and conduct expectations within all aspects of the PE curriculum. | Teaching is adapted to ensure all children including those with SEND can access high quality PE teaching.<br>Where issues such as lack of kit create barriers to access in PE the school will work with families to overcome these.<br>As part of PE lessons, children learn about sporting role models who are representative, diverse and inclusive range of sports people.<br>Children are taught about stereotypical attitudes that can exist within physical activity and sport. | Reinforce the rules, strategies and tactics of the games and sports that are being played.<br>All children are encouraged to partake in physical activity at some point during the playtimes. | The school identifies events for children including those with SEND to part in. | Class assemblies and special guest assemblies focus on different athletes and sports people including para-athletes/sports people.<br>Children are taught about stereotypical attitudes that can exist within physical activity and sport. | The school uses the Sports Premium and Pupil Premium Grant to support disadvantaged learners attending after clubs.<br>School plans.<br>The school gender participation in sports clubs. |

# Physical Education: Most useful content

| To participate and learn successfully in PE | | EYFS | KS1 | KS2 |
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| Children will know, understand and explain that: | Games and Sports have rules. | Turn taking and sharing is important.<br>Following rules in games is fair. | Some simple games and be able to explain the main rules. | Know common sports and games and explain the main rules.<br>e.g. cricket, tennis, hockey, football, basketball |
| | Games and Sports have strategies and tactics. | There are ways to play games and be successful. | What they need to do to be successful in a game. | Know and explain the strategy (the aim of the game) know and explain the tactics (the way of the game) of common sports and games explain these.<br>e.g. cricket, tennis, hockey, football, basketball |
| | Movements, poses and actions have performance characteristics. | Children are encouraged to use precise vocabulary when discussing physical activities that they are taking part in. | The performance characteristics for:<br>• Fundamental movement skills including running, jumping, throwing and catching.<br>• Agility, balance and coordination individually and with others<br>• Simple dance routines | The performance characteristics for:<br>• Fundamental movement skills including running, jumping, throwing and catching in isolation and combination.<br>• Applying fundamental movement skills within the context of different sports and games.<br>• To know and explain skill specific actions in a range of common sports and games explain these. e.g.<br>o a side foot pass in football, a push pass in hockey, a defensive cricket stroke.<br>o throwing a javelin in athletics,<br>o walking along a balance beam in gymnastics. |
| | Participation in regular physical activity keeps them physically and mentally healthy. (RSE) | Physical activity is very important because it keeps us physically fit; we can join in successfully with sports and games. | Physical activity is very important because:<br>• It keeps us physically fit; we can join in successfully with sports and games.<br>• We are less likely to become poorly now and also when we are adults.<br>• It keeps us mentally healthy; it helps us feel good about ourselves. | • the characteristics and mental and physical benefits of an active lifestyle<br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br>• the risks associated with an inactive lifestyle (including obesity) |
| Children will be able to: | Use a broad range of physical activity skills with confidence and competence. | Regularly experience rolling, crawling, jumping, running, hopping, skipping, climbing throwing, catching, kicking, passing, batting, aiming. | Master basic movements including running, jumping, throwing and catching, kicking, passing, batting, aiming. | Use running, jumping, throwing and catching in isolation and in combination.<br>Apply fundamental movement skills within the context of a range of common sports and games. |
| | Demonstrate body control and awareness. | Progress towards a more fluent style of moving, with developing control and grace.<br>Develop balance, move with agility and co-ordination to support with future physical disciplines. | Perform dances using simple movement patterns. | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>• Perform dances using a range of movement patterns. |
| | Communicate effectively and respectfully within individual, collaborative or team activities, games and sports. | Children are encouraged to listen to each other as well as the staff. | Encourage others during team activities and games. Make positive comments about the performance of others. | • Display sporting behaviour through kindness and respect, and positive encouragement of others during team activities, games and sports.<br>• Confidently and appropriately give instructions within individual, collaborative or team activities, games and sports.<br>• Manage their own emotions and responses when experiencing success, failure or receiving constructive criticism. |
| | To participate effectively in competitive sports and games. | Play regularly involves sharing and cooperating with friends and other peers. | Apply learned skills in a range of competitive activities and games. | • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending (The way of the game) |
| | Understand their own success, identify how to improve and be able to demonstrate these improvements in achieving personal bests and goals. | Show resilience and perseverance in the face of challenge.<br>Can explain what they have done well and what they want to do better.<br>Children are regularly challenged to stretch themselves. E.g. jump further etc | Say how they how and why they have been successful, when they have performed basic movements including running, jumping, throwing and catching,<br>Say how they can improve their performance of basic movements. | • compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br>• Using knowledge and understanding of performance characteristics, strategy and tactics (The aim of the game, the way of the game) to evaluate movement, action and gameplay, explaining individual, collaborative and team strengths and areas for improvement. |
| | Take part in outdoor adventurous activity challenges. | Show appropriate resilience and commitment:<br>• When attempting unknown tasks.<br>• When attempting tasks which have high levels of perceived risk and challenge. | | |

| | Physical Education Medium Term Plan (KS1) | | | | | | |
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| **Order at Newtown** | **Unit** | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| Autumn 1 | Autumn 1 – Lesson 1 – Fundamental Movement Skills | Learn how to pace yourself when running long distances<br><br>Be able to change stride length | Be able to change jumping technique.<br><br>Remain in control of their body when jumping | Understand what cardio is<br><br>Understand how to move quickly through ladders | Demonstrate their abilities at balancing their bodies | To move through different speeds<br><br>Develop foot speed | Introduce throwing an object to different targets with one hand and two<br><br>Introduce catching with two hands |
| Autumn 1 | Autumn 1 – Lesson 2 Multi Sports Term 1 | Be able to kick a ball accurately<br><br>Learn to dribble correctly | Learn how to successfully defend the other team<br><br>Be able to shoot the ball from a stationary position | Be able to perform both bounce and chest pass accurately with correct technique<br><br>Be able to plan passes meaning to keep possession of the ball | Be able to shoot at a goal<br><br>Understand why pivoting is important | Learn how to dodge a ball coming towards you<br><br>Demonstrate the ability to say on their toes to quicky move and avoid a ball | Be able to spot the balls that have been thrown higher making it easier to catch them, leading to a teammate being able to rejoin the game |
| Autumn 2 | Spring 1 – Lesson 1 Dance – The Olympics | Be able to show that they have body control when performing different movements<br><br>Understand how to increase speed over a short distance | Understand how to avoid attackers in a game situation<br><br>Be able to recognise what type of throws to use in different situations | Be able to perform both jumping and hopping without losing body control<br><br>Demonstrate changing directions at different speeds | Understand how different throwing techniques can create different amounts of power<br><br>Begin to understand what body parts are used when throwing | Understand the importance of finding a space<br><br>Learn how to quickly move over objects without having to reduce speed | Be able to throw a ball at targets different distances away |
| Autumn 2 | Autumn 2 – Lesson 1 Functional Fitness | Be able to travel at different speeds, in different directions<br><br>Learn how to run when changing directions | Be able to describe the components of health related fitness<br><br>Be able to use all body parts to help with jumping | Understand what cardio is<br><br>Learn when to be at full speed and when to slow down in a game | Learn what reaction speed is<br><br>Be able to apply agility skills into games | Understand how we build strength<br><br>Learn how to create power when jumping | Begin to learn basic muscle groups<br><br>Be able to identify what muscle groups are working in various different activities/exercises |
| Spring 1 Year 1 | Autumn 2 – Lesson 1 Dance – Island Life | We are learning to dance using different levels<br><br>We are learning to perform in unison | We are learning to dance using cannon<br><br>We are learning to perform in repetition | We are learning to dance using cannon<br><br>We are learning to perform in repetition | We are learning to dance using travel<br><br>We are learning to perform in formations | We are learning to dance using improvisation<br><br>We are learning to perform using timing | We are learning to use rehearsal time |
| Spring 1 Year 2 | Spring 1 – Lesson 1 Dance – The Olympics | We are learning to dance in unison<br><br>We are learning to dance using levels | We are learning to us cannon<br><br>We are learning to dance at different speeds | We are learning to jump in our dance<br><br>We are learning to travel | We are learning to create freeze frames<br><br>We are learning to work with timings | We are learning to dance in formations<br><br>We are learning to use formation | We are learning to use rehearsal time<br><br>I am looking for you to use rehearsal time productively |
| Spring 1 | Autumn 2 – Lesson 2 Gymnastics | Learn and remember five key gymnastics body shapes<br><br>Perform a stretch jump, star jump, and tuck jump | Develop our balancing skills<br><br>Learn and perform different balances<br><br>Learn the key points to help us balance | Travel in different ways, using different body parts | Develop dynamic balance<br><br>Develop coordination<br><br>Develop skills on the balance beam | Work towards a Squat On onto the vault<br><br>Develop jumping and landing skills from different platforms | Perform a sequence of movements on different pieces of equipment |
| Spring 2 | Spring 2 – Lesson 1 Games | To develop basic game playing skills<br><br>To listen to instructions and be aware of safety | To be aware that it is important to stay healthy and know the effects exercise has on their bodes | To watch, copy, describe, and evaluate what they and others are doing | They will be able to run at different speeds<br><br>Learn to run on the balls of their feet to make it | To use different techniques, speeds and efforts to meet challenges set for running and throwing | Understand how to increase speed over a short distance |

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| | | issues surrounding the activities they are doing | | Be able to show an understanding of spatial awareness | easier to change direction | Be able to put basic skills learnt into a game setting | Be able to relate skills learnt to a different sport |
| Spring 2 | Summer 1 – Lesson 2 Multi Skills | Be able to show that they have body control when performing different movements<br><br>Understand how to increase speed over a short distance | Understand how to avoid attackers in a game situation<br><br>Be able to recognise what type of throws to use in different situations | Be able to perform both jumping and hopping without losing body control<br><br>Demonstrate changing directions at different speeds | Understand how different throwing techniques can create different amounts of power<br><br>Begin to understand what body parts are used when throwing | Understand the importance of finding a space<br><br>Learn how to quickly move over objects without having to reduce speed | Be able to throw a ball at targets different distances away |
| Summer 1 | Summer 2 – Lesson 1 Athletics | Demonstrate they can run at different speeds<br><br>Understand when to accelerate speed in a game setting | Demonstrate different jumps with body control<br><br>Use arms to create more height and power | Develop technique of throwing in different athletics events<br><br>To throw with increasing accuracy and coordination at targets set at different distances | Begin to understand the importance of pacing themselves during long distance running | Be able to show the speed difference when doing a short sprint and a long distance run<br><br>Successfully throw a bean bag into hoops at different distances | To use different techniques, speeds and efforts to meet challenges set for running, jumping and throwing |
| Summer 1 | Summer 1 – Lesson 1 | Learn how to pace yourself when running long distances | Be able to change jumping technique<br><br>Remain in control of their body when jumping | Understand what cardio is<br><br>Understand how to move quickly through ladders | Demonstrate their abilities at balancing their bodies | To move through different speeds<br><br>Develop food speed | Introduce throwing an object to different targets, with one hand and two |
| Summer 2 | Summer 2 – Lesson 2 Multi Sports Term 2 | Learn how to correctly pass<br><br>Understand basic rugby rules that we have to follow in the game and apply them to drills | Improve passing to a stationary partner<br><br>Improve catching with two hands<br><br>Practise how to score a try | Be able to perform various passes<br><br>Learn dribbling rules | Be able to accurately shoot at an adapted net<br><br>Be able to perform all three passes | Be able to follow basic safety rules<br><br>Learn how to pass correctly | Be able to dribble while keeping control of the ball<br><br>Be able to shoot at the net |
| Summer 2 | Spring 2 – Lesson 2 Functional Fitness | Be able to travel at different speeds, in different directions<br><br>Learn how to run when changing directions | Be able to describe the components of health related fitness<br><br>Be able to use all body parts to help with jumping | Understand what cardio is<br><br>Learn when to be at full speed and when to slow down in a game | Learn what reaction speed is<br><br>Be able to apply agility skills into games | Understand how we build strength<br><br>Low how to create power when jumping + | Begin to learn basic muscle groups<br><br>Be able to identify what muscle groups are working in various different activities/exercises |

| | Physical Education Medium Term Plan (Lower Key Stage 2) | | | | | | |
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| **Order** | **Unit** | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| Autumn 1 | Autumn 1 – Lesson 1 – Fundamental Movement Skills | Be able to run for long distances<br><br>Be able to change stride length when needed | Be able to change jumping technique<br><br>Remain in control of their body when jumping | Expand on the hand-eye & foot-eye coordination developed in previous years, explain what they are, & giving examples of where they'd be used | Be able to feel & point out which muscles are working when performing different balances & exercises | Be able to change through different speeds in different situations<br><br>Develop foot speed | Be able to demonstrate proper catching technique<br><br>Be able to notice a difference on the body when exercising |
| Autumn 1 | Summer 1 – Lesson 1 Games | Be able to demonstrate both offensive & defensive strategies | Understand how to change speed<br><br>Demonstrate how to evade attackers | Begin to understand what muscles are used in different exercises<br><br>Learn how to generate power for jumping | Learn how to evade attackers in a game<br><br>Be able to find a space | Learn how to correctly land a jump<br><br>Be able to decide what speed to run when running for a long period | Learn what reaction time is<br><br>Learn how to create power |
| Autumn 2 | Autumn 2 – Lesson 2 Multi Sports Term 1 | Be able to kick a ball accurately<br><br>Learn to correctly dribble the ball with your dominant foot | Be able to shoot accurately<br><br>Learn how to defend the opposing team successfully | Learn to pass in different ways<br><br>Be able to make decisions quickly about what kind of pass will be more successful in different situations | Be able to shoot at a goal<br><br>Understand how to correctly pivot and when to use it | Learn how to dodge a ball coming towards you<br><br>Understand the rules of dodgeball | Learn which balls are the correct ones to try catch<br><br>Be able to throw the ball accurately |
| Autumn 1 | Spring 2 – Lesson 1 Functional Fitness | Show a clear understanding of evasion<br><br>Develop the ability to run at a slower but consistent speed through the activity | Be able to describe the components of health-related fitness<br><br>Be able to name muscle groups | Improve cardiovascular endurance (the ability of your heart & lungs to fuel your body with oxygen)<br><br>Improve muscular endurance (the ability of your muscles to work continuously without getting tired) | Begin to develop a technically correct sprint, as quick as the individual can<br><br>Show an initial understanding of agility | Learn how to use the body to help demonstrate a higher/longer jump<br><br>Understand how we can improve our leg power | Improve cardiovascular endurance (the ability of your heart & lungs to fuel your body with oxygen)<br><br>Improve muscular endurance (the ability of your muscles to work |
| Spring 1 | Spring 1 – Lesson 1 Dance - Street dance | We are learning to perform in unison | We are learning to understand canon<br><br>We are learning to use repetition | We are learning to use timings in our routines<br><br>We are learning to use levels when dancing | We are learning to freestyle<br><br>We are learning to use formations | We are learning to use travelling in our performance<br><br>We are learning to use mirroring | We are learning to use rehearsal time<br><br>We are learning to create end positions |
| Spring 1 | Autumn 2 – Lesson 1 Gymnastics | Learn to remember seven key gymnastics shapes<br><br>Perform four of these shapes as jumps | Develop our balance<br><br>Learn five different gymnastics balances<br><br>Create a variety of partner balances | Travel in different ways on the floor and on a balance beam<br><br>Dismount the balance beam by using a variety of jumps<br><br>Develop strength by doing a range of conditioning exercises | Either learn, or take part in drills which will help us get closer to doing some different floor skills<br><br>Create and perform routines<br><br>Watch other routines to develop peer assessment skills | Perform a variety of different vaults<br><br>Use different methods of travelling & balance from pervious lessons | Perform a sequence of movements using a variety of different equipment<br><br>Use strength & coordination to safely climb up & down the climbing frame |
| Spring 2 | Autumn 1 – Lesson 2 Multi Skills | Understand how to increase speed over a short distance<br><br>Be able to perform different movements with control over a set distance | Be able to change the type of throw performed depending how far the ball needs to be thrown<br><br>Understand how to avoid and move away from attackers in a game | Learn how to bowl correctly towards a target<br><br>Learn how to correctly hold a cricket bat | Understand the importance of finding a space<br><br>Learn different evasion techniques that can be used in a game | Learn how to correctly receive a rugby ball.<br><br>Understand how to perform a short put throw correctly | Learn how to stand correctly when batting the ball<br><br>Understand basic rules & tactics for kwik cricket |

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| Spring 2 | Summer 2 – Lesson 1 OAA | Understand the concept of a map or plan<br><br>Be able to successfully locate markers | Identify problems of different scales & what is needed to solve them | Learn when to support & lead others | Gain more knowledge on how to read maps<br><br>To think quickly in order to create different actions | Cooperative learning & working together in a team | Understand the importance of leadership |
| Summer 1 | Summer 1 – Lesson 2 Invasion Games | Have a basic understanding of the scoring system in basketball<br><br>Recognise why it is important to pass the ball quickly to a teammate | Work in a team to be able to keep possession of the ball<br><br>Develop their understanding & knowledge of how to shoot correctly | Develop a general understanding of the different skills required in rugby | To demonstrate control & accuracy of passing & catching<br><br>To improve footwork that can be used during a game situation | Be able to perform the basic football skills of, passing, receiving, dribbling, shooting & tackling | Understand when to use a jump shot in a game situation<br><br>Begin to learn basic handball rules |
| Summer 1 | Summer 2 – Lesson 2 Athletics | Understand how to generate power<br><br>Understand what happens to their body when running | Understand how the body moves when jumping<br><br>Be able to complete all jumps with control | Be able to follow safety instructions when performing the javelin<br><br>Learn correct throwing technique | Understand your own maximum speed when travelling over a longer distance | Continue to improve sprinting, jumping, throwing & long-distance running techniques through different activities | Continue to improve sprinting, jumping, throwing & long-distance running techniques through different activities |
| Summer 2 | Spring 2 – Lesson 2 Multi Skills | Understand how to increase speed over a short distance<br><br>Be able to perform different movements with control over a set distance | Be able to change the type of throw performed depending how far the ball needs to be thrown<br><br>Understand how to avoid & move away from attackers in a game | Learn how to bowl correctly towards a target<br>Learn how to correctly hold a cricket bat | Understand the importance of finding a space<br>Learn different evasion techniques that can be used in a game | Learn how to correctly receive a rugby ball<br><br>Understand how to perform a shot-put throw correctly | Learn how to stand correctly when batting the ball<br>Understand basic rules & tactics for kwik cricket |
| Summer 2 | Spring 1 – Lesson 2 Multi Sports Term 2 | Catch & pass the ball using 10 points of contact<br><br>Create a target by placing the hands in the W shape | Practise the body position needed to make a successful tackle, without making contact with the opposition player<br><br>Kick the ball to different targets over the different distances | Learn when to use different types of passes<br><br>Begin to understand defending tactics | Begin to understand attacking tactics<br><br>Be able to shoot in a height appropriate net | Learn how to defend the ball<br><br>Learn how to pass the ball with control | Be able to find a space in a small game<br><br>Be able to identify team strengths & weaknesses |

| | Physical Education Medium Term Plan (Year 5 and Year 6) | | | | | | |
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| **Order** | **Unit** | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| Autumn 1 | Autumn1 – Lesson 1 – Functional Fitness | Demonstrate a technically correct spring, as quick as the individual can<br><br>Show a clear understanding of agility | Be able to describe the components of health-related fitness<br><br>Be able to name muscle groups | Improve cardiovascular endurance (the ability of your heart & lungs to fuel your body with oxygen)<br><br>Improve muscular endurance (the ability of your muscles to work continuously without getting tired) | Demonstrate a technically correct sprint, as quick as the individual can<br><br>Show a clear understanding of agility | Learn how to use the body to help demonstrate a higher/longer jump<br><br>Understand how we can improve our leg power | Improve cardiovascular endurance (the ability of your heart & lungs to fuel your body with oxygen)<br><br>Improve muscular endurance (the ability of your muscles to work continuously without getting tired) |
| Autumn 1 | Spring 1 – Lesson 2 Hockey | Learn how to dribble successfully<br><br>Begin to learn rules about the game | To be able to perform basic passing & receiving techniques<br><br>Be able to propel the ball to a teammate in order to outwit an opponent | To develop both offensive & defensive skills<br><br>Begin to understand how to intercept the ball in a game | To develop their understanding & knowledge of how to shoot correctly & safely | Continue to improve dribbling, passing, possession, defending & shooting techniques through activities & small sided games | Continue to improve dribbling, passing, possession, defending & shooting techniques through activities & small sided games |
| Autumn 2 | Autumn 1 – Lesson 2 Multi Sports Term 1 | Pass the ball to a stationary & dynamic target<br><br>Dribble with both feet in different directions | Shoot the ball at a goal, focusing on control, and keeping the ball away from the goalkeeper<br><br>Demonstrate the different ways of defending & intercepting the ball | Learn the different techniques involved in passing a ball<br><br>Learn which pass is best in certain situations | Develop a consistent & effective shooting technique<br><br>Understand why pivoting is important | Learn how to dodge & throw a ball effectively<br><br>Understand the rules of dodgeball | Learn which balls are the easiest to catch<br><br>Develop a reliable accurate throw of the ball |
| Autumn 2 | Autumn 2 – Lesson 2 Rugby | Improve passing to a partner, stationary & dynamic<br><br>Improve catching with two hands | Practice how to score a try, & the decision making involved to increase probability of scoring | Practice the body position needed to make a successful tackle, without making contact with the opposition player | Kick the ball to different targets over different distances | Continue to improve passing, try scoring, tackling and defending techniques through activities & small sided games | Continue to improve passing, try scoring, tackling & defending techniques through activities & small sided games |
| Spring 1 | Spring 1 – Lesson 1 Dance - Weather | | | | | | |
| Spring 1 | Autumn 2 – Lesson 1 Gymnastics | Learn and remember nine key gymnastics shapes<br><br>Perform five of these shapes as jumps, on the floor and from a higher platform | Develop our balance<br><br>Learn five different gymnastics balances<br>Create a variety of partner balances | Travel in different ways on the floor and on level, or sloped balance beam<br>Dismount the balance beam by using a variety of jumps | Either learn, or take part in drills which will help us get closer to doing a forward roll to straddle stand, a handstand, and a cartwheel<br><br>Create and perform routines<br><br>Watch other routines and take part in peer assessment | Perform a variety of different vaults<br><br>Perform, or take part in drills to do a squat on, straddle on, and straddle over<br><br>Use different methods of travelling and balance from previous lessons | Perform a sequence of movements using a variety of high difficulty equipment<br>Use strength and coordination to safely climb up and down the climbing frame |
| Spring 2 | Spring 2 – Lesson 1 Basketball | Understand the difference between bounce pass and chest pass<br><br>Learn how to move quickly around a marked out area | Dribble the ball with one hand under pressure, passing and shooting when needed | Maintain possession of the ball in attack, but retrieve possession when defending<br><br>Use the body as a way to increase the distance between opposing players and the ball | Understand how to hold the ball when shooting<br><br>Know where to aim the ball when shooting | Continue to improve passing, dribbling, possession and shooting techniques through activities and small sided games | Continue to improve passing, dribbling, possession and shooting techniques through activities and small sided games |

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| Spring 2 | Summer 1 – Lesson 2 OAA | Understand the concept of a map or plan<br><br>Be able to successfully locate markers | Identify problems of different scales and what is needed to solve them | Learn when to support and lead others | Gain more knowledge on how to read maps<br><br>To think quickly in order to create different actions | Cooperative learning and working together in a team | Understand the importance of leadership |
| Summer 1 | Autumn 2 – Lesson 2 Handball | Be able to pass the ball in different ways<br><br>Improve catching skills | Understand the difference between the types of throws<br><br>Begin to understand basic handball rules | Learn how to shoot in different ways<br><br>Understand why it is important to move the ball quickly | Understand the importance of marking your opponents | Continue to improve passing, possession, shooting and defending techniques through activities and small sided games | Continue to improve passing, possession, shooting and defending techniques through activities and small sided games |
| Summer 1 | Summer 2 – Lesson 2 Athletics | Understand how to generate power<br><br>Understand what happens to their body when running | Understand how the body moves when jumping<br><br>Be able to complete all jumps with control | Be able to follow safety instructions when performing the javelin<br><br>Learn the correct throwing technique | Understand your own maximum speed when travelling over a longer distance | Continue to improve sprinting, jumping, throwing and long distance running techniques through different activities | Continue to improve sprinting, jumping, throwing and long distance running techniques through different activities |
| Summer 2 | Summer 2 – Lesson 1 Cricket | Be able to hold the bat correctly<br><br>Be able to learn how to bowl the ball correctly | Be able to hit the ball consistently<br><br>Understand how to stand correctly when hitting the ball | Begin to understand simple rules<br><br>Catch the ball consistently when fielding using a variety of techniques | Bowl accurately and consistently<br><br>Be able to use the correct technique | Learn tactics that can be used in a game<br><br>Be able to hit the ball accurately | Be able to work together as a team successfully |
| Summer 2 | Spring 2 – Lesson 2 Multi Sports Term 2 | Improve passing to a partner, stationary and dynamic<br><br>Improve catching with two hands<br><br>Practise how to score a try, and the decision making involved to increase probability of scoring | Practise the body position needed to make a successful tackle, without making contact with the opposition player<br><br>Kick the ball to different targets over different distances | Learn how to use different types of passes<br><br>Begin to understand defending tactics | Begin to understand attacking tactics<br><br>Be able to shoot in a height appropriate net | Learn how to defend the ball<br><br>Be able to control the ball when passing | Team strengths and weaknesses<br><br>Be able to find a space in a small game<br><br>Be able to identify |