

2022-23		PE					
		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wrens	N1	Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Move and dance to music	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Move and dance to music	Learn to use the toilet with help, and then independently. Move and dance to music			
	N2	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own play. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			
Base 1 YR & Y1 (Y1 to follow B2 PE Y1 objectives)		Movement – including chasing games	Dance	Gymnastics	Running and jumping	Throwing and catching	Kicking
		Negotiate space and obstacles safely – develop spatial awareness	Develop coordination and core strength	Develop core strength, stability and balance	Develop agility and core strength	Develop coordination	Develop agility and core strength

EYFS Statutory Framework (Early Adopter 2021)	<p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>ELG – physical development – Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance, coordination when playing - Move energetically, such as running, jumping, hopping, skipping and climbing. 					
Base 2 Y1 & Y2	Agility and coordination	Dance	Developing balance	Running	Jumping	Throwing and catching
	Hockey	Basketball/ and netball - throwing and catching	Gymnastics	Rugby	Athletics	Striking and fielding
NC Y1/2	<i>Master basic movements in agility and coordination through Participating in team games, developing simple tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns Participate in team games, developing simple tactics for attacking and defending</i>	<i>Master basic movements in balance and coordination through a range of activities and gymnastics</i>	<i>Master basic movements in balance and running while participating in team games and developing simple tactics for attacking and defending</i>	<i>Master basic movements in jumping and coordination</i>	<i>Master basic movements in running and agility Master basic movements in throwing and catching,</i>
Base 3 Y3 & Y4	Strength and flexibility	Dance	Control and balance	Running	Jumping	Throwing and catching
	Hockey	Basketball/netball	Gymnastics	Rugby	Athletics	Striking and fielding – cricket + rounders
NC Y3/4	<i>Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>through a range of games and athletics</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>

		<i>principles suitable for attacking and defending</i>				
	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>		<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>		<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
Base 4 Y4 & Y5	Strength and flexibility	Dance	Control and balance	Running	Jumping	Throwing and catching
	Hockey	Basketball/netball	Gymnastics	Rugby	Athletics	Striking and fielding – cricket + rounders
NC Y4/5	<i>Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>through a range of games and athletics</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>
	<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>		<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>		<i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
Base 5 Year 6	Strength and flexibility	Dance	Control and balance	Running	Jumping	Throwing and catching
	Hockey	Basketball/netball	Gymnastics	Rugby	Athletics	Striking and fielding – cricket + rounders

NC Y5&6	Develop flexibility, strength while playing competitive games and apply basic principles suitable for attacking and defending	Perform dances using a range of movement patterns Use running and throwing and catching in combination while playing competitive games and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance through a range of games and gymnastics	Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending	through a range of games and athletics	Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best		Compare their performances with previous ones and demonstrate improvement to achieve their personal best		Compare their performances with previous ones and demonstrate improvement to achieve their personal best	
After school clubs	Hockey Y5/6 Netball Y3/4	Football Y1/2 Netball Y5/6	Football Y5/6	Rugby Y3/4	Multi skills B2 Football Y3/4	Athletics 5/6 Athletics 3/4 Athletics B2 SENLess active
Competitions	Quad kids (Sept) Cross country (Oct) Hockey (Oct)	Sportshall athletics (Nov) SOUND competition	Dodgeball (Jan) Netball (Feb)	Games for all (Mar) SOUND competition	Town sports trials – Sound SOUND competition	Swim Gala-June Town Sports (June) Y3/4 Diamond cricket

Heart, Head, Body and Soul programme

Heart	Head	Body	Soul
Relationships	Positive Attitude	Health	Self-Reflection
Compassion	Problem Solving	Posture	Spirit
Emotions	Challenge	Nutrition	Presence
Motivation	Creativity	Physical Activity	Meditation

Throughout the year at Wrenbury Primary School we will promoting and supporting not only their physical well-being in PE but also their mental well-being through the Heart, Head, Body and Soul programme from LSC. Each week the children will focus on one of the aspects below during their PE lessons and other lessons over the week.

Dance and Movement (PE)			
Little Wrens – N1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Move and dance to music		
C&L Links	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up.”</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. Is the child frequently asking questions, such as the names of people and objects?</p>	<p>Can the child follow instructions with three key words like: ‘can you wash dolly’s face?’</p> <p>Understand and act on longer sentences.</p> <p>Understand simple questions about ‘who’, ‘what’, and ‘where’</p> <p>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</p> <p>Is the child linking up to 5 words together?</p>	<p>Listen to simple stories and understand what is happening with the help of the pictures.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Can the child use around 300 words? These words include descriptive language. Is the child using pronouns and using plurals and prepositions.</p>
PSED Links	<p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help. Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Develop friendship with other children.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborate ways: “I’m sad because...” or “I love it when...”</p>	<p>Notice and ask questions about differences</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>

Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	Children will explore dance and music from different cultures widening their awareness, building on their knowledge of known religious festivals such as Christmas and deepening understanding of what Christmas music in other countries sounds like.	Building on children's awareness of different cultural music, children will now explore different types of dances such as street and ballet. Movements will be linked to under the sea music and discussions about what actions best suit the music being listened to.	Children will explore dance and music from different cultures widening their awareness. Children can decide which dances they prefer and why, discussing their thoughts and views with their peers and familiar adults.
Core Learning	<p>Enquiry Question: Can you listen to music from different religious celebrations?</p> <p>To show an awareness of different types of music from a variety of cultures.</p>	<p>Enquiry Question: Can you add from street dance actions to a song?</p> <p>To observe and try some different types of dancing, including ballet and street dance. To explore music from a variety of cultures.</p>	<p>Enquiry Question: Can you how me how you make circles with these ribbons suing your arm muscles?</p> <p>To move to music. To make big circles and waves with my arms.</p> <p>To copy some basic dance steps from a range of cultures. To free-style some dance to music.</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>Explore different music from a variety of cultures linked to religious celebrations throughout the term.</p> <p>Provide opportunities for children to explore, observe and try dances to different types of music.</p>	<p>Explore different music from a variety of cultures linked to religious celebrations throughout the term.</p> <p>Children to observe and try some ballet dancing, street dance and dancing actions to songs. This is to be free-style based on their own interpretations as well as learning some basic steps.</p>	<p>Introduce gross motor movements using ribbons, magic wands, etc. to explore music and movement.</p> <p>Children to observe and try some Indian dancing, Irish dancing and country dancing. This is to be free-style based on their own interpretations as well as learning some basic steps.</p>
Vocabulary	Diwali, Christmas, culture, music, dance, movement, copy, action.	Ballet, street, dance, movement, music, copy, routine, body.	Arms, muscles, dance, music, circles, waves, dance, Irish dance, Indian dance, Country dance, steps, copy.
Quick Quiz	What music did we hear linked to Christmas? How did the music make you feel?	What types of dances have we looked at?	What different dances have we learned? What different ways can you move your body to the music?
Discussion question/point:	Which songs were your favourite?	What type of dance was your favourite?	Which dance was your favourite? Why?
Impact			

Dance and Movement (Taken from Gross Motor Skills)			
Little Wrens – N2			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Use large-muscle movements to wave flags and streamers, paint and make marks.	Skip, hop, stand on one leg and hold pose for a game like musical statues.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
C&L Provision Links	Talk with others to solve conflicts. Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".	Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".
PSED Provision Links	Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Does the child take part in pretend play. Does the child take part in other pretend play with different roles? Play with one or more other children, extending and elaborating play ideas.
PD Provision Links	Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Show a preference for a dominant hand.	Start to eat independently and learning how to use a knife and fork. Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors

	Choose the right resources to carry out their own play. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	Providing children with a range of opportunities to use large-muscle movements will encourage children to 'cross the midline' of their bodies. This will help children development their writing and allow development for anti-clockwise movements when forming letters.	Throughout the Autumn term, the children will be more confident in their 'cross the midline' movements; our next step is to ensure core strength. Strengthening core strength will help children to keep their posture enabling them to confidently develop their writing journey.	Throughout the year, children have strengthened their bodies and gain core strength and balance. This term children will combine all skills learnt so far to use and remember sequences and patterns of music. This will help children when accessing different activities, as well as letter formation and recall.
Core Learning	Enquiry Question: Can you 'cross the midline' of your body using flags? To use streamers/ribbon to explore circular large-muscle movements. To 'cross the midline' using a range of materials. To mark make using chalk on larger surfaces, such as the playground. To mark make using paint on large vertical surfaces.	Enquiry Question: Can you show different ways to move and balance using your body? To explore balancing on one foot. To move around a simple obstacle course using different movements.	Enquiry Question: Can you recall a simple sequence to a known nursery rhyme? To copy a sequence of movements to a known nursery rhyme. To copy a sequence are large-muscle movements. To create a simple sequence of movements to music.
Opportunities for deepening learning	Encourage children to transfer physical skills learnt in one context to another one. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Activities and experiences such as these help children to 'cross the mid-line' of their bodies.	Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.	Encourage children to become more confident, competent, creative and adaptive movers. Children to run safely on their whole foot avoiding obstacles.

Know more and remember more.			
Vocabulary	Large, muscle, movements, streamer, flag, ribbon, chalk, mark make, cross midline, circles, stretch, move	Gallop, slither, hop, crawl, jump, creep, slow, fast, big, small, march, walk, skip, run, slide, roll, balance, stand, leg, follow, copy, lead.	Sequence, movement, hop, jump, sit, crouch, lay, ball, curl, wiggle, roll, slide, step, run, skip, create, talk, together, teamwork.
Quick Quiz	What is 'cross the midline' mean? What materials could you use to explore large-muscle movements?	Can you show me how to 'gallop'? What does 'balance' mean?	What does a sequence of movements mean? Can you show me how you would 'crouch'? What is teamwork?
Discussion question/point:	What was your favourite resource to use to explore large-muscle movements?	What different ways can you move your body?	What was your favourite sequence of movements?
Impact			

Dance and Movement (PE)			
Base 1 – Year R			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in dance, performing solo or in groups.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in dance, performing solo or in groups. ELG Being Imaginative and Expressive

			Perform songs and (when appropriate) try to move in time with music.
Books/Rhyme Links	The Jolly Postman, Little Red Hen, Tiny Little Seed, Farmer Duck, The Farmer's in his Den, Five Little Peas, Oliver's Vegetable	Tad , Over and under the pond, Shadow Rhyme (poem), Blast Off (poem)	Handa's Surprise, Rumble in the Jungle, Monkey Puzzle
C&L Links	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Think about the perspective of others.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop social phrases. Use new vocabulary in different contexts.
PSED Links	Express their feelings and consider the feelings of others. Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other.	Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.
Prior Learning	As Little Wrens in 2021-2022, ??	As Little Wrens in 2021-2022, ??	As Little Wrens in 2021-2022, ??
Why this, why now?	By giving children to opportunity to express themselves through body movement, children will develop confidence that they can then transfer into other areas of their learning.	By giving children to opportunity work with their peers to replicate a choreographed dance routine, children will develop confidence and teamwork that they can then transfer into other areas of their learning.	Allowing children to respond to different pieces of music, creating their own movements and dances with help develop confidence and awareness of their feelings.
Core Learning	Enquiry Question: What actions can you add to match the lyrics of the song? To use actions to help to remember the new vocabulary in the song.	Enquiry Question: Can you replicate a choreographed dance? To replicate some choreographed pop dances and other dances.	Enquiry Question: How could you show you are happy? How does this music make you feel? To work as a group to create a simple dance routine. To talk about different music and express thoughts and ideas.

Opportunities for deepening learning <i>Know more and remember more.</i>	Encourage children to replicate choreographed dances, including songs with actions Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Encourage children to replicate choreographed dances, including songs with actions and kids disco songs with actions (Superman, hokey cokey)	Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Offer opportunities for children to go to a live performance, such as a dance performance. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.	Notice and encourage children to keep a steady beat; this may be whilst dancing to music. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.
Vocabulary	Dance, movement, choreograph, march, creep, slide, crawl, actions, match, song, music	Dance, copy, moves, jump, clap. Routine, choreograph, timing, traditional, pop, country, hip hop	Dance, routine, thoughts, ideas, together, opinions, conflicts, jump, hop, move, shuffle, stomp, twirl.
Quick Quiz	What actions could we do to the song 'big red combine harvester'?	What different ways can you move your body? Do our movements match the music?	How could you put twirl, shuffle and stomp movements together to create a routine? Is this music fast or slow? Would our actions need to be fast or slow?
Discussion question/point:	What different ways can you move your body?	What different types of music are there?	What emotion do you feel when listening to this song?
Impact			

PE (Dance and Movement/Gross Motor Skills)			
Base 1 – Year R/1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			

Unit of Work	YR - Movement – including chasing games, negotiate space and obstacles safely – develop spatial awareness Y1 - Agility and coordination, hockey,	YR – Dance, Develop coordination and core strength Y1 –dance, basketball/netball o throwing and catching	YR – Gymnastics, Develop core strength, stability and balance Y1 – Developing balance, gymnastics	YR – Running and Jumping, develop agility and core strength Y1 - running, rugby	YR – Throwing and catching, Develop coordination Y1 – Jumping, athletics	YR – Kicking, Develop agility and core strength Y1 - throwing and catching, striking and fielding
Curriculum	YR GMS- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Y1 Master basic movements in agility and coordination through Participating in team games, developing simple tactics for attacking and defending	YR DM - Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in dance, performing solo or in groups. ELG – Dance and Movement Perform songs and (when appropriate) try to move in time with music. Y1 Perform dances using simple movement patterns Participate in team games, developing simple tactics for attacking and defending	YR GMS - Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Y1 Master basic movements in balance and coordination through a range of activities and gymnastics	YR GMS - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility. Y1 Master basic movements in balance and running while participating in team games and developing simple tactics for attacking and defending	YR GMS - Develop overall body-strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ELG –Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others Y1 Master basic movements in jumping and coordination	YR GMS - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ELG – Gross Motor - Demonstrate strength, balance, coordination when playing Move energetically, such as running, jumping, hopping, skipping and climbing. Y1 Master basic movements in running and agility Master basic movements in throwing and catching,

Prior Learning	<p>EYFS New learning (Previously Little Wrens) Hockey is new learning for Y1. Y1 as YR in 2021-22 developed basic movement skills, negotiated space and develop agility and core strength through a range of games.</p>	<p>EYFS New learning (Previously Little Wrens) Basketball/netball is new learning for Y1 Y1 as YR in 2021-22 developed coordination and strength through dance. Y1 as YR developed throwing and catching skills to support coordination.</p>	<p>EYFS New learning (Previously Little Wrens) Y1 as YR in 2021-22 used various games, activities and gymnastics equipment to develop core strength, stability and balance.</p>	<p>EYFS New learning (Previously Little Wrens) Rugby is new learning for Y1. Y1 as YR in 2021-22 developed running through different games with obstacles and kicking various sized balls at different targets.</p>	<p>EYFS New learning (Previously Little Wrens) Y1 as YR in 2021-22 developed their running and jumping skills through a range of games/activities along with developing agility and core strength.</p>	<p>EYFS New learning (Previously Little Wrens) Striking and fielding is new learning for Y1. Y1 as YR in 2021-22 developed their ability to throw and catch using different sized balls.</p>
Why this, why now?	<p>YR Building fundamental movement skills will help with writing, and physical skills to access the different areas of provision. Y1 Hockey as a sport is being developed across school due to last years Y5/6 success in a hockey competition. Agility and coordination is taught and developed every year to further develop the children's skill and use this ability within hockey (and other sports).</p>	<p>YR/Y1 By giving children to opportunity work with their peers to replicate a choreographed dance routine, children will develop confidence and teamwork that they can then transfer into other areas of their learning.</p>	<p>YR/Y1 Gymnastics is an indoor sport</p>	<p>YR Developing core strength will help children with their writing skills and posture when sitting at a table. Y1 Six Nations Rugby takes place during spring</p>	<p>YR/Y1 Athletics is a summer sport.</p>	<p>YR/Y1 Sports day takes place during Summer term. Cricket season.</p>

	Agility and coordination is key at the beginning of term after a 6 week break from school.					
Core Learning	<p>YR To move in a variety of ways. To explore different ways to travel. Y1 To develop different ways of moving within hockey. To pass a ball with a hockey stick. To start to develop spatial awareness.</p>	<p>YR To work as a group to create a simple dance routine Y1 To perform own dance moves. To copy or make up a short dance. To move safely in a space. To use running in basketball/netball. To receive a ball. To catch in a nest. To throw a basketball/netball.</p>	<p>YR To build core strength. To explore balance and coordination. Y1 To learn the shapes star, tuck and stretch. To develop balancing. To roll in a log and egg. To developing ability to jump. To travel in bunny hops</p>	<p>YR To confidently travel, negotiating space. To explore jumping. Y1 To move in different ways. To learn to doge and use within rugby. To receive a rugby ball. To throw a rugby ball under arm.</p>	<p>YR To catch a ball. To throw a ball. Y1 To run with speed. To throw for distance. To develop jumping to land on two feet.</p>	<p>YR To kick a ball towards a target. Y1 To develop an understanding of cricket and rounders. To learn to run for points. To throw a small ball underarm.</p>
Opportunities for deepening learning <i>Know more and remember more.</i>	<p>YR Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to</p>	<p>YR Notice and encourage children to keep a steady beat; this may be whilst dancing to music. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p>	<p>YR Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Y1</p>	<p>YR Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Y1</p>	<p>YR Introduce full-sized balls when children are confident to engage with them. Y1 Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics</p>	<p>YR Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p>

	<p>support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Y1 Competitive elements will be provided for children to embed and apply their skills/knowledge of hockey.</p>	<p>Y1 Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p> <p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball.</p> <p>Infant sportshall competition TBC (Nov)</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of rugby</p> <p>Y1/2 football competition (utilising prior learning and transferring skills) (March) TBC Games for All festival (March)</p>	<p>During our annual sports day children will apply their athletics skills and knowledge. Health and Wellbeing week</p>	<p>Y1 Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>
Vocabulary	<p>Catching Free space Own space Opposite Team Follow Speed Direction Passing Controlling Shooting rules</p>	<p>Beat Perform Flow Movements Performance Travel</p> <p>Catching throwing Bouncing Free space Own space Team Rules Overarm throw Underarm throw</p>	<p>Apparatus Direction Onto and off Pike Posture Rolling – egg, log Sequence Straddle Straight Travel Tuck Balance Points Shapes Travelling</p>	<p>Follow Aiming Speed Catching Throwing Underarm Controlling Tracking a ball Team Tag Try Forward pass Space</p>	<p>Balance Obstacle Overarm throw Relay Speed Sprint Take-off and landing Balance Direction Distance Hurdle Power</p>	<p>Striking Fielding Tracking a ball Catching Underarm throw Overarm throw Direction Scoring</p>

<p>Quick Quiz</p>	<p>YR What different ways can you travel? Y1 How can you move within hockey? Can you show me how to pass a ball with a hockey stick? How do you pass a ball with a hockey stick? Why is using the space important in hockey?</p>	<p>YR How could you put twirl, shuffle and stomp movements together to create a routine? Is this music fast or slow? Would our actions need to be fast or slow? Y1 What dance moves have you performed? Can you show me a short dance you have copied or made? How do you move safely into a space? Can you show me how you would use running in basketball/netball? Can you show me how to receive a ball? How do you catch in a nest? Can you show me how to throw a basketball/netball?</p>	<p>YR What can you do to help yourself balance? Y1 Can you show me a star, tuck and stretch? How do you balance? Can you show me how to roll in a log and an egg? How do you jump in gymnastics? Can you show me travelling in a bunny hop?</p>	<p>YR Can you name 3 types of jumping? Y1 Which ways can you move within rugby? How can you dodge in rugby to help you? How do you receive a rugby ball? Can you show me how to throw a rugby ball?</p>	<p>YR Can you show me how to catch a ball? How do you use your hands? Y1 Can you show me how you can run with speed? What techniques did you use to go as fast as you can? How do you throw so that the javelin will go far? Can you show me how to jump and land correctly?</p>	<p>YR What different ball games can you play? Y1 What do you know about cricket and rounders? Can you tell me some of the rules? How do you gain the most points? Can you show me how to throw a small ball underarm?</p>
<p>Impact</p>						

PE						
Base 2 – Year 1/2						
Whole School Theme	Here we are		Water		Powerful People	
What does this mean to me? Why does this matter?						
Unit of Work	Agility and coordination	Dance	Developing balance	Running	Jumping	Throwing and catching
	Hockey	Basketball/ and netball - throwing and catching	Gymnastics	Rugby	Athletics	Striking and fielding
National Curriculum	<i>Master basic movements in agility and coordination through Participating in team games, developing simply tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns Participate in team games, developing simply tactics for attacking and defending</i>	<i>Master basic movements in balance and coordination through a range of activities and gymnastics</i>	<i>Master basic movements in balance and running while participating in team games and developing simply tactics for attacking and defending</i>	<i>Master basic movements in jumping and coordination</i>	<i>Master basic movements in running and agility Master basic movements in throwing and catching,</i>
Prior Learning	Hockey is new learning for Y1 and Y2 Y1 as YR developed basic movement skills, negotiated space and develop agility and core strength through a range of games. Y2 as Y1 developed agility and	Basketball/netball is new learning for Y1 Y1 as YR developed coordination and strength through dance. Y1 as YR developed throwing and catching skills to support coordination. Y2 as Y1 performed own dance moves, copied and made up short	Y1 as YR used various games, activities and gymnastics equipment to develop core strength, stability and balance. Y2 as Y1 learnt the shapes – star, tuck, stretch balancing, roll as a log, jump and travelling in bunny hops and push & pull	Rugby is new learning for Y1 and Y2 Y1 as YR developed running through different games with obstacles and kicking various sized balls at different targets. Y2 as Y1 developed ways of moving (running), kicking a ball and receiving a ball.	Y1 as YR developed their running and jumping skills through a range of games/activities along with developing agility and core strength. Y2 as Y1 learnt to run with speed and throw for distance.	Striking and fielding is new learning for Y1. Y1 as YR developed their ability to throw and catch using different sized balls. Y2 as Y1 developed their ability to run for points alongside throwing, catching and receiving a ball.

	coordination through tennis.	dances and moved safely in a space. Y2 as Y1 in basketball/netball learnt to receive a ball, throw underarm, catch as a nest and moving around an area.				
Why this, why now?	Hockey as a sport is being developed across school due to last years Y5/6 success in a hockey competition. Agility and coordination is taught and developed every year to further develop the children's skill and use this ability within hockey (and other sports). Agility and coordination is key at the beginning of term after a 6 week break from school.		Gymnastics is an indoor sport.	Six Nations Rugby takes place during spring	Athletics is a summer sport. Sports day takes place during Summer term.	Cricket season.
Core Learning	Year 1 To develop different ways of moving within hockey. To pass a ball with a hockey stick. To start to develop spatial awareness.	Year 1 To perform own dance moves. To copy or make up a short dance. To move safely in a space.	Year 1 To learn the shapes star, tuck and stretch. To develop balancing. To roll in a log and egg. To developing ability to jump. To travel in bunny hops.	Year 1 To move in different ways. To learn to doge and use within rugby. To receive a rugby ball. To throw a rugby ball under arm.	Year 1 To run with speed. To throw for distance. To develop jumping to land on two feet. Year 2 To run over distance.	Year 1 To develop an understanding of cricket and rounders. To learn to run for points. To throw a small ball underarm.

	<p>Year 2</p> <p>To change speed. To change direction.</p> <p>To pass a ball with a hockey stick. To receive a ball with a hockey stick. To develop spatial awareness.</p>	<p>To use running in basketball/netball. To receive a ball. To catch in a nest. To throw a basketball/netball.</p> <p>Year 2</p> <p>To change rhythm, speed and direction in dance. To make a sequence by linking sections together. To use dance to show a mood or feeling. To change speed and direction in netball/basketball context. To develop teamwork. To bounce a ball. To catch a ball (bird).</p>	<p>Year 2</p> <p>To learn the shapes pike and straddle. To develop the rolls rock and roll and side roll. TO jump and land correctly. To jump creating different shapes. TO travel in monkey walk, crab walk and caterpillar walk. To create balance in partners.</p>	<p>Year 2</p> <p>To throw a rugby ball under arm. To receive a rugby ball. To change direction and speed within the context of rugby. To use spatial awareness within the context of rugby.</p>	<p>To increase stamina for running. To jump for distance. To develop technique for jumping.</p>	<p>Year 2</p> <p>To throw underarm within cricket/rounders. To catch a ball in a bird position within cricket/rounders. To further develop an understanding of cricket and rounders.</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of hockey.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball.</p> <p>Infant sportshall competition TBC (Nov)</p>	<p>Opportunities for performing in front of a group of people and providing constructive feedback at an age appropriate level.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of rugby</p> <p>Y1/2 football competition (utilising prior learning and transferring skills) (March) TBC Games for All festival (March)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics</p> <p>During our annual sports day children will apply their athletics skills and knowledge. Health and Wellbeing week</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>
Vocabulary	Catching	Beat	Apparatus	Follow	Balance	Striking

	<p>Free space Own space Opposite Team Follow Speed Direction Passing Controlling Shooting rules</p>	<p>Perform Flow Movements Performance Travel</p> <p>Catching throwing Bouncing Free space Own space Team Rules Overarm throw Underarm throw</p>	<p>Direction Onto and off Pike Posture Rolling – egg, log Sequence Straddle Straight Travel Tuck Balance Points Shapes Travelling</p>	<p>Aiming Speed Catching Throwing Underarm Controlling Tracking a ball Team Tag Try Forward pass Space</p>	<p>Obstacle Overarm throw Relay Speed Sprint Take-off and landing Balance Direction Distance Hurdle Power</p>	<p>Fielding Tracking a ball Catching Underarm throw Overarm throw Direction Scoring</p>
Quick Quiz	<p>Year 1 How can you move within hockey? Can you show me how to pass a ball with a hockey stick? How do you pass a ball with a hockey stick? Why is using the space important in hockey? Year 2 Why do you need to change speed in hockey?</p>	<p>Year 1 What dance moves have you performed? Can you show me a short dance you have copied or made? How do you move safely into a space? Can you show me how you would use running in basketball/netball? Can you show me how to receive a ball? How do you catch in a nest? Can you show me how to throw a basketball/netball?</p>	<p>Year 1 Can you show me a star, tuck and stretch? How do you balance? Can you show me how to roll in a log and an egg? How do you jump in gymnastics? Can you show me travelling in a bunny hop? Year 2 Can you show me a pike and a straddle? Can you show me the rolls you have learnt? How do you jump and land in gymnastics?</p>	<p>Year 1 Which ways can you move within rugby? How can you dodge in rugby to help you? How do you receive a rugby ball? Can you show me how to throw a rugby ball? Year 2 Can you show me how to throw a rugby ball underarm? How do you receive a rugby ball? Why do you need to change direction and speed in rugby?</p>	<p>Year 1 Can you show me how you can run with speed? What techniques did you use to go as fast as you can? How do you throw so that the javelin will go far? Can you show me how to jump and land correctly? Year 2 What do you do to run for a longer distance? Can you show me how you would jump? What</p>	<p>Year 1 What do you know about cricket and rounders? Can you tell me some of the rules? How do you gain the most points? Can you show me how to throw a small ball underarm? Year 2 Can you show me how you throw underarm in cricket/rounders? How do you catch in a bird position?</p>

	<p>What is changing direction important in hockey? Can you show me how to pass a ball with a hockey stick? How do you receive a ball with a hockey stick? Why do you need to use the space in hockey?</p>	<p>Year 2 How do you change rhythm, speed and direction in dance? Why is this important in dance? Can you show me how you would link sections in a sequence? Which moods or feelings have you showed through dance? Why is changing speed and direction important in basketball/netball? How would you use teamwork in basketball/netball? Can you show me how you would bounce a ball in basketball? How do you catch a ball in a bird position?</p>	<p>What shapes can you create when you jump? How can you travel in gymnastics? Can you show me a partner balance?</p>	<p>How do you use the space to help you in rugby?</p>	<p>makes you jump further?</p>	<p>What do you know about playing cricket/rounders? What rules have you learnt?</p>
Impact						

PE						
Base 3 – Year 3/4						
Whole School Theme	Here we are		Water		Powerful People	
What does this mean to me? Why does this matter?						
Unit of Work	Agility and coordination (skill) Hockey (sport)	Dance (sport) Basketball/Netball with throwing and catching (sport and skill)	Developing balance (skill) Gymnastics (sport)	Running (skill) Rugby (sport)	Jumping (skill) Athletics (sport)	Throwing and catching (skill) Striking and fielding (sport)
National Curriculum	<i>Master basic movements in agility and coordination through Participating in team games, developing simply tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns Participate in team games, developing simply tactics for attacking and defending Master basic movements in throwing and catching</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Use jumping through a range of games and athletics in isolation and in combination</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>
Prior Learning	Y3 as Y2 learnt fundamental skills of changing speed, changing direction, spatial awareness and team work. Hockey is a new sport for Y3. For Y4 hockey is a new sport	Y3 as Y2 learnt to change rhythm, speed and direction in dance, made sequences by linking sections together and used dance to show a mood or feeling. In basketball/netball, children learnt to bounce a ball, throwing	Y3 as Y2 learnt the shapes pike and straddle, to rock and roll, side roll, jump in shapes, land correctly, jump of apparatus, travel in different ways and create balances. Y4 as Y3 learnt front and back support, bridge, teddy bear roll. Jump along a bench, travel in	Y3 as Y2 learnt fundamental skills of changing speed, changing direction, spatial awareness, throwing, catching and receiving a ball. Y4 as Y3 learnt skills of turning, passing, receiving, and moving within football.	Y3 as Y2 learnt to run over a distance and jump for distance. Y4 as Y3 learnt to run over obstacles, throwing and jumping for height.	Y3 as Y2 learnt to throw overarm and catch (bird) in the context of cricket and rounders. Y4 as Y3 learnt to bowl underarm, catch one-handed and striking a ball with a cricket/rounders bat.

		<p>and catching different sized balls and receiving a ball.</p> <p>Y4 as Y3 learnt to improvise freely and translate ideas into movement. The shared and created routines with a partner and small group.</p> <p>In basketball/netball, children learnt to pass and receive with their hands, throw overarm and shooting at a goal/net.</p>	<p>front/back support, matching and mirroring partner balances.</p>			
Why this, why now?	<p>In 2021/22, a hockey team entered a competition, winning and made it through to the hockey finals.</p> <p>Hockey has been chosen to develop all children's hockey skills. A hockey competition will be entered in October 2022. Agility and coordination is taught and developed every year to further develop the children's skill and ability to utilise this skill within hockey.</p>		<p>Gymnastics is an indoor sport.</p>	<p>Six Nations Rugby takes place during Spring</p>	<p>Town Sports Crewe and Nantwich competition takes place during this term. Athletics is a summer sport.</p>	<p>Cricket season Competition with Sound</p>

<p>Core Learning</p>	<p>Y3 – to develop different ways of moving. To dribble with a stick. To develop spatial awareness. To pass with a stick. To receive with a stick. To shoot with a stick at a goal. Y4 – To dribble with a stick. TO move into space. To pass and move. To receive with a stick. To shoot with a stick at a goal. To start defending. To develop hockey game knowledge.</p>	<p>Y3 – to improvise freely and translate ideas from a stimulus to a movement. To share and create phrases with a partner/small group. To remember and repeat dance performance phrases. To pass with hands. To receive with hands. To shoot with hands at a goal. Y4 – To take the lead when working with a partner of group. To use dance to communicate ideas. To use chest and bounce pass. To pass and move. To move into a space. To shoot at a net. To develop defending skills. To develop netball and basketball game knowledge.</p>	<p>Y 3 – To learn shapes front support and back support. To balance in a bridge. To roll in a teddy bear roll. To jump along a bench. To travel in front and back support. To partner balance with matching and mirroring. Y4 – To learn shapes dish and arch. To learn the arabesque balance. To jump half and full turns. To travel using stepping. To develop partner balances that are contrasting. To develop partner balances with and against a partner. To build sequences.</p>	<p>Y3 – To pass a rugby ball with hands. To receive a rugby ball with hands. To throw a rugby ball. To learn rugby game knowledge. Y4 – to participate in 1 v 1s in rugby. To pass and move with a rugby ball. To defend within rugby context. To develop team work. To develop rugby game knowledge.</p>	<p>Y3 – To run over obstacles. To develop throwing technique. To jump for height. Y 4- to run in relays. To throw a javelin. To throw a shotput. To jump in different combinations.</p>	<p>Y3 – To bowl underarm. To catch one handed. To strike a ball with a cricket/rounders bat. Y4 – To hit with power using a cricket/rounders bat. To hit with accuracy use a cricket/rounders bat. To run for points with increasing speed. To use accurate technique when throwing overarm and underarm.</p>
<p>Opportunities for deepening learning</p>	<p>Competitive elements will be provided for children to embed and apply their</p>	<p>Competitive elements will be provided for children to embed and apply their</p>		<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of rugby</p>	<p>Competitive elements will be provided for children to embed and apply their</p>	<p>Competitive elements will be provided for children to embed and apply their</p>

<p><i>Know more and remember more.</i></p>	<p>skills/knowledge of hockey. In maths, Teach Active will allow agility and coordination to be improved further.</p> <p>Quad Kids competition (September) – agility and coordination</p>	<p>skills/knowledge of basketball/netball. Sporthall Athletics competition (November)</p>		<p>Games for All festival – SEN/less active (January)</p>	<p>skills/knowledge of athletics During our annual sports day children will apply their athletics skills and knowledge. Town Sports Competition (June)</p>	<p>skills/knowledge of cricket/rounders.</p>
<p>Vocabulary</p>	<p>Keeping possession Scoring goals Making space Pass/send/receive Travel with a ball Tactics Defending Hitting Attack Dribble Receiving support</p>	<p>Direction Formation Performance Pivot Tempo Timing Unison Agility Dynamics Balance Posture Beats Emotion Rhythm Sequence Timing Flexibility Space Passing Marking Netball positions (High 5) Defence</p>	<p>Cooperation Jumps Landing Empathy Shapes Roll Teamwork Travel Balance Asymmetry Counterbalance Moves Pike Posture Sequence Straddle Symmetry Techniques Tension Tuck Unison</p>	<p>Passing Tag Dodging Handling Pitch Receive</p>	<p>Balance Direction Distance Hurdle Obstacle Power Relaxed Relay Speed Improve Landing Overarm Take-off underarm</p>	<p>Batting Fielder Bowler Wicket Base Boundary Innings Rounder Backstop Hitting</p>

		Scoring goals Making space Chest pass Bounce pass Dribble Speed Attack Receiving support				
Quick Quiz	<p>Y3</p> <p>What are the different ways you can move in hockey?</p> <p>Can you show me how to dribble with a stick?</p> <p>What is spatial awareness?</p> <p>Can you show me how to pass with a stick?</p> <p>How do you receive with a stick?</p> <p>How do you shoot at a goal with a stick?</p> <p>Y4</p> <p>Can you dribble with a stick?</p> <p>How do you use space in a game?</p> <p>Can you show me how you would pass and move?</p> <p>What would you do to defend your team in hockey?</p>	<p>Y3</p> <p>How would you use ideas from a stimulus in movement?</p> <p>What phrases can you create within a group for dance?</p> <p>Can you show me any dance performances you have learnt this term?</p> <p>How do you pass in netball/basketball?</p> <p>How do you receive a ball in netball/basketball?</p> <p>How do you shoot at a goal/hoop?</p> <p>Y4</p> <p>What would taking the lead in dance look like?</p> <p>How have you used dance to communicate ideas?</p> <p>Can you show me a chest and bounce pass?</p>	<p>Y3</p> <p>What does a front/back support look like?</p> <p>How do you balance in a bridge?</p> <p>What does a teddy bear roll look like?</p> <p>Can you show me how you would jump along a bench?</p> <p>How can you travel in gymnastics?</p> <p>Can you show me a partner balance where you match/mirror?</p> <p>Y4</p> <p>Can you show me a dish and an arch?</p> <p>What is an arabesque balance?</p> <p>What is a half/full turn jump?</p> <p>How can you travel in gymnastics?</p> <p>Can you show me a contrasting partner balance?</p>	<p>Y3</p> <p>How do you pass a rugby ball?</p> <p>How would you receive a rugby ball?</p> <p>Can you show me how you would throw a rugby ball?</p> <p>What do you know about the game of rugby?</p> <p>Y4</p> <p>Why do you need to pass and move in rugby?</p> <p>Can you show me how you would pass, move and receive?</p> <p>What does defending look like in rugby?</p> <p>How do you use teamwork in rugby?</p> <p>What do you know about the game of rugby?</p>	<p>Y3</p> <p>Can you show me how you would rub over obstacle? What technique have you used?</p> <p>Which throwing techniques have you learnt? Can you show me any?</p> <p>How do you jump for height?</p> <p>Y4</p> <p>What technique do you use in relay?</p> <p>How do you throw a javelin?</p> <p>How do you throw a shotput?</p> <p>What jumps can you do?</p>	<p>Y3</p> <p>What do you need to do when you bowl underarm?</p> <p>Can you show me how you would catch one handed?</p> <p>How do you strike and ball with a cricket/rounders bat?</p> <p>Y4</p> <p>Can you show me how you hit with a cricket/rounders bat?</p> <p>What can give you more power when hitting with a bat?</p> <p>How do you ensure the maximum points for runs?</p> <p>How do you throw overarm?</p> <p>How do you bowl overarm and underarm?</p>

	<p>Can you explain the game of hockey to me?</p> <p>How do you shoot with a stick?</p> <p>How do you receive a ball with a stick?</p>	<p>Can you show me how you would pass and move?</p> <p>Why should you move into a space?</p> <p>Can you show me how you would shoot?</p> <p>How do your defending skills help you?</p> <p>What knowledge of the game netball/basketball do you have?</p>	<p>Can you show me a partner balance with/against your partner?</p> <p>How have you built a sequence in gymnastics?</p>			
Impact						

PE						
Base 4 – Year 4/5						
Whole School Theme	Here we are		Water		Powerful People	
What does this mean to me? Why does this matter?						
Unit of Work	Agility and coordination (skill) Hockey (sport)	Dance (sport) Basketball/Netball with throwing and catching (sport and skill)	Developing balance (skill) Gymnastics (sport)	Running (skill) Rugby (sport)	Jumping (skill) Athletics (sport)	Throwing and catching (skill) Striking and fielding (sport)
National Curriculum	<i>Master basic movements in agility and coordination through Participating in team games, developing simply tactics for attacking and defending</i>	<i>Perform dances using simple movement patterns Participate in team games, developing simply tactics for attacking and defending Master basic movements in throwing and catching</i>	<i>Develop flexibility, strength, technique, control and balance through a range of games and gymnastics</i>	<i>Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending</i>	<i>Use jumping through a range of games and athletics in isolation and in combination</i>	<i>Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending</i>
Prior Learning	For Y4 hockey is a new sport Y5 as Y3 learnt to change speed, change direction, spatial awareness, making turns and different ways of moving.	Y4 as Y3 learnt to improvise freely and translate ideas into movement. The shared and created routines with a partner and small group. In basketball/netball, children learnt to pass	Y4 as Y3 learnt front and back support, bridge, teddy bear roll. Jump along a bench, travel in front/back support, matching and mirroring partner balances. Y5 as Y4 learnt dish and arch shapes, arabesque	Y4 as Y3 learnt skills of turning, passing, receiving, and moving within football. Y5 as Y4 learnt skills of passing and moving, moving into space and defending within football.	Y4 as Y3 learnt to run over obstacles, throwing and jumping for height. Y5 as Y4 running in relays, throwing javelin and shotput and jumping in different combinations.	Y4 as Y3 learnt to bowl underarm, catch one-handed and striking a ball with a cricket/rounders bat. Y5 as Y4 learnt to fit with power and hit with accuracy along with revisiting

		<p>and receive with their hands, throw overarm and shooting at a goal/net.</p> <p>Y5 as Y4 used dance to communicate an ideas and learnt to take the lead when working with a partner or small group. In basketball/netball, children developed basketball/netball game knowledge, chest pass, bounce pass, pass and move, moving into a space and shooting at a net.</p>	<p>balance, jumps (half and full turn), travel by stepping, contrasting partner balance, partner balance with and against and sequence building.</p>			<p>throwing overarm and bowling underarm.</p>
Why this, why now?	<p>In 2021/22, a hockey team entered a competition, winning and made it through to the hockey finals. Hockey has been chosen to develop all children's hockey skills. A hockey competition will be entered in October 2022. Agility and coordination is taught and developed every year to further develop the children's skill and ability to utilise this skill within hockey.</p>	<p>Netball skills are to be developed in preparation for a netball competition in Spring term. Throwing and catching skills are essential for netball and basketball and these will build on and develop previously learnt throwing and catching skills. Dance is an indoor sport.</p>	<p>Gymnastics is an indoor sport.</p>	<p>Six Nations Rugby takes place during Spring</p>	<p>Town Sports Crewe and Nantwich competition takes place during this term. Athletics is a summer sport.</p>	<p>Cricket season Competition with Sound</p>

<p>Core Learning</p>	<p>Y4 – To dribble with a stick. To move into space. To pass and move. To receive with a stick. To shoot with a stick at a goal. To start defending. To develop hockey game knowledge. Y5 - To dribble, pass and receive with a stick with increasing accuracy. To shoot with a stick at a goal with accuracy. To use knowledge of space to develop the game. To use hockey game knowledge.</p>	<p>Y4 – To take the lead when working with a partner of group. To use dance to communicate ideas. To use chest and bounce pass. To pass and move. To move into a space. To shoot at a net. To develop defending skills. To develop netball and basketball game knowledge. Y5 – To compose own dances in a creative way. To perform dance to an accompaniment. To dance showing clarity, fluency, accuracy and consistency. TO set up a pass. To exploit space. To use netball and basketball game knowledge.</p>	<p>Y4 – To learn shapes dish and arch. To learn the arabesque balance. To jump half and full turns. To travel using stepping. To develop partner balances that are contrasting. To develop partner balances with and against a partner. To build sequences. Y5 – to learn the shapes happy and angry cat. To develop forwards rolls. To jump with/without a partner (over a roll). To match jumps with a partner. To balance with a partner support partial weight.</p>	<p>Y4 – to participate in 1 v 1s in rugby. To pass and move with a rugby ball. To defend within rugby context. To develop team work. To develop rugby game knowledge. Y5 – to set up a pass. To exploit space. To create space and use knowledge of space. To use rugby game knowledge.</p>	<p>Y 4- to run in relays. To throw a javelin. To throw a shotput. To jump in different combinations. Y5 – To throw javelins, shotput and discus with increasing accuracy. To compete in events using accurate technique. To run over obstacles with speed.</p>	<p>Y4 – To hit with power using a cricket/rounders bat. To hit with accuracy use a cricket/rounders bat. To run for points with increasing speed. To use accurate technique when throwing overarm and underarm. Y5 – to bowl overarm. To strike a ball with a rounders bat and cricket bat. To use crickets and rounders games knowledge.</p>
<p>Opportunities for deepening learning</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of hockey.</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball.</p>	<p>Dodgeball competition (January) Netball competition (February)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of rugby Games for All festival – SEN/less active (January)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>

<p><i>Know more and remember more.</i></p>	<p>In maths, Teach Active will allow agility and coordination to be improved further.</p> <p>Hockey competition (October) Quad Kids competition (September) – agility and coordination</p>	<p>Sporthall Athletics competition (November)</p>			<p>During our annual sports day children will apply their athletics skills and knowledge.</p> <p>Town Sports Competition (June) Swimming Gala (June)</p>	
<p>Vocabulary</p>	<p>Keep possession Pass, send, receive, Dribble Travel with a ball Tactics Shooting Marking Covering Attackers Defenders Team play</p>	<p>Agility Posture Balance Coordination Dynamics Emotion Expression Improvise Rhythm Sequence Flexibility Timing Control Fluency Motif Muscular strength Unison Variation Passing Shooting Dribbling Marking Attackers</p>	<p>Balance Asymmetry Counterbalance Moves Pike Posture Sequence Straddle Symmetry Techniques Tension Tuck Unison</p>	<p>Pitch Offside Tag Dodging Handling Passing Try</p>	<p>Control Direction Distance Javelin Landing Long jump Pace Position Relay Stride length Take off Technique Baton Extend Throw</p>	<p>Wicket Tee Base Boundary Backstop Hitting Stance Batting Fielding Bowler Rounder</p>

		Defenders Netball positions (high 5) Scoring goals Tactics Making psace Keep the ball Support partner/team Make use of space Rules Bounce/chest pass Pivot Shoulder pass				
Quick Quiz	Y4 Can you dribble with a stick? How do you use space in a game? Can you show me how you would pass and move? What would you to defend your team in hockey? Can you explain the game of hockey to me? How do you shoot with a stick? How do you receive a ball with a stick? Y5	Y4 What would taking the lead in dance look like? How have you used dance to communicate ideas? Can you show me a chest and bounce pass? Can you show me how you would pass and move? Why should you move into a space? Can you show me how you would shoot? How do your defending skills help you? What knowledge of the game netball/basketball do you have?	Y4 Can you show me a dish and an arch? What is an arabesque balance? What is a half/full turn jump? How can you travel in gymnastics? Can yoy show me a contrasting partner balance? Can you show me a partner balance with/against your partner? How have you built a sequence in gymnastics? Y5	Y4 Why do you need to pass and move in rugby? Can you show me how you would pass, move and receive? What does defending look like in rugby? How do you use team work in rugby? What do you know about the game of rugby? Y5 How do you set up a pass in rugby? How can you utilise space to your advantage in rugby? How do you create space and use it in rugby?	Y4 What technique do you use in relay? How do you throw a javelin? How do you throw a shotput? What jumps can you do? Y5 How do you throw javelin, shotput and discus effectively? What do you need to do to compete in athletics events? How do you run over obstacles with speed? What techniques do you need?	Y4 Can you show me how you hit with a cricket/rounders bat? What can give you more power when hitting with a bat? How do you ensure the maximum points for runs? How do you throw overarm? How do you bowl overarm and underarm? Y5 How do you bowl overarm (technique)? How do you strike a ball with a

	<p>Can you show me how to dribble, pass and receive with a stick accurately?</p> <p>How would you shoot with a stick at a goal?</p> <p>What knowledge do you have to play a game of hockey successfully?</p> <p>How can you use space to play a successful game of hockey?</p>	<p>Y5</p> <p>How have you composed your own dance?</p> <p>Can you show me some of your dance routines you have developed?</p> <p>How do you set up a pass?</p> <p>How can you utilise space to your advantage?</p> <p>How does game knowledge help you and what game knowledge have you learnt?</p>	<p>Can you show me happy and angry cat?</p> <p>What is the technique for a forwards roll?</p> <p>Can you show me how you would jump with/without a partner (over a roll)?</p> <p>Can you show me how you can match jumps with a partner?</p> <p>Can you show me how you would balance with a partner and support them?</p>	<p>What knowledge of the game rugby do you have?</p>		<p>cricket/rounders bat and ensure you are accurate?</p> <p>Can you explain how to play cricket/rounders successfully?</p>
Impact						

PE						
Base 5 – Year 6						
Whole School Theme	Here we are		Water		Powerful People	
What does this mean to me? Why does this matter?						
Unit of Work	Agility and coordination (skill) Hockey (sport)	Dance (sport) Basketball/Netball with throwing and catching (sport and skill)	Developing balance (skill) Gymnastics (sport)	Running (skill) Rugby (sport)	Jumping (skill) Athletics (sport)	Throwing and catching (skill) Striking and fielding (sport)

National Curriculum	Master basic movements in agility and coordination through Participating in team games, developing simply tactics for attacking and defending	Perform dances using simple movement patterns Participate in team games, developing simply tactics for attacking and defending Master basic movements in throwing and catching	Develop flexibility, strength, technique, control and balance through a range of games and gymnastics	Use running in isolation and whilst playing competitive games and apply basic principles suitable for attacking and defending	Use jumping through a range of games and athletics in isolation and in combination	Use throwing and catching whilst also playing competitive games and apply basic principles suitable for attacking and defending
Prior Learning	Y6 as Y4 learnt to dribble with a stick, passing with a stick, receiving with a stick, shooting with a stick at goal	Y6 as Y5 composed own dances in creative way, perform dance to an accompaniment, dance showed clarity, fluency, accuracy and consistency. Y6 as Y5 setting a pass, exploiting and creating space, knowledge of space, netball/basketball game knowledge	Y6 as Y5 shape, balances, forward roll, jump with partner over a roll/matching jumps, partner balance	Y6 as Y5 developed running skills through football	Y6 as Y5 developed throwing , scoring and officiating, competing in events	Y6 as Y5 learnt to bowl overarm, strike a ball with a rounders bat, developed cricket and rounders game knowledge
Why this, why now?	In 2021/22, a hockey team entered a competition, winning and made it through to the hockey finals. Hockey has been chosen to develop all children's hockey skills. A hockey competition will be entered in October 2022. Agility and coordination is	Netball skills are to be developed in preparation for a netball competition in Spring term. Throwing and catching skills are essential for netball and basketball and these will build on and develop previously learnt throwing and catching skills.	Gymnastics is an indoor sport.	Six Nations Rugby takes place during Spring	Town Sports Crewe and Nantwich competition takes place during this term. Athletics is a summer sport.	Cricket season Competition with Sound

	taught and developed every year to further develop the children's skill and ability to utilise this skill within hockey.	Dance is an indoor sport.				
Core Learning	<p>Concept: To implement tactics in to play. To defend in numbers in hockey. To agree and explain rules to others. To work as a team and communicate a plan. To lead others in a game situation.</p>	<p>Concept: To develop sequences in a specific style. To choose own music and style . To develop game knowledge of netball and basketball. To dribble into spaces and pass. To use a range of throws</p>	<p>Concept: To balance in a handstand, V-sit, T-balance. To perform a backwards roll. To travel in a cartwheel. To partner balance supporting full weight. To balance in groups. To work in groups.</p>	<p>Concept: To use a spin pass. To use a pop pass. To defend in numbers in rugby. To develop rugby game knowledge. To implement tactics in to playing of rugby.</p>	<p>Concept: To throw a discus. To use correct technique for throwing a discus. To use correct technique for a triple jump. To do a triple jump.</p>	<p>Concept: To field successfully. To field in appropriate places based on the batter. To further develop overarm bowling. To strike a ball with a cricket/rounders bat accurately and consistently with power.</p>
Opportunities for deepening learning <i>Know more and remember more.</i>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of hockey. In maths, Teach Active will allow agility and coordination to be improved further.</p> <p>Hockey competition (October) Quad Kids competition (September) – agility and coordination</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of basketball/netball. Sporthall Athletics competition (November)</p>	<p>Dodgeball competition (January) Netball competition (February)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of rugby Games for All festival – SEN/less active (January)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of athletics During our annual sports day children will apply their athletics skills and knowledge. Town Sports Competition (June) Swimming Gala (June)</p>	<p>Competitive elements will be provided for children to embed and apply their skills/knowledge of cricket/rounders.</p>

Vocabulary	Passing Dribbling Shooting Repossession Attackers Defenders Marking Pitch Court Support Covering Team play Keeping possession	Passing Dribbling Tactics Technique Shoot Basket Rules Rebound Intercepting Marking positions Compose Creative Perform Accompaniment Demonstrate clarity Fluency Accuracy Consistency Style Interpret Precise Posture Beat Choreograph Match Mirror Pose Routine Timing unison	Asymmetrical Balance Direction Front and back support Level Movement Rolling and bridging Rotation Sequence Shape Symmetrical unison	Competition Forfeit Handover Hop Skip Tag Try Dodging Spin pass Pop pass	Control Direction Distance Extend Handover Javelin Landing Lng jump Pace Position Pull Relay Sprint start Standing start Take off Target technique	Batting Fielding Bowler Wicket Base Target Stance Runs Boundary Rounder Backstop Innings
Quick Quiz	What tactics could be used in play? How does defending in numbers support play?	Could you show me a sequence in dance? What music would you chose and why?	Can you show me a handstand/V-sit/T balance?	What is a spin pass? What is a pop pass? How can you defence in numbers in rugby?	What technique do you use when throwing a discus?	What is fielding? How can you field successfully?

	<p>What are the rules for netball/basketball?</p> <p>What does working as a team look like?</p> <p>Can you show me how you would lead others in a game situation?</p>	<p>Which style of dance do you prefer?</p> <p>What is some key knowledge you need to play netball/basketball?</p> <p>Can you show me how you dribble into spaces and pass?</p> <p>Which passes can be used in netball/basketball?</p>	<p>Can you perform a backwards roll?</p> <p>How do you travel in a cartwheel?</p> <p>Can you show me a partner balance?</p> <p>Can you show me a group balance?</p> <p>What would working in a team look like in gymnastics?</p>	<p>Can you explain some of your rugby game knowledge?</p> <p>What tactics would you implement in rugby?</p>	<p>Can you throw a discus?</p> <p>What is the technique you need for a triple jump?</p> <p>Can you show me a triple jump?</p>	<p>Where would you field for a right/left handed batter? Which areas need fielders and why?</p> <p>Can you show me your improved overarm bowl?</p> <p>What technique do you use to strike with a cricket/rounders bat?</p>
Head/Heart	<p><i>Throughout the year we will support the development of key attitudes and behaviours (Heart) and key knowledge and concepts (Head). We will do this through our scheme of work and workshops. These include,</i></p> <p>Head – Understanding, Knowledge, Analysis, Feedback, Responsibility, Problem Solving and Decision Making.</p> <p>Heart – Confidence, Effort, Leadership, Respect, Resilience, Determination.</p>					
Impact						