



Fairway Primary School

Physical Education Long Term Planning

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

Healthy & Active Lifestyles

Healthy and Active living focuses on eating healthy foods, staying physically active, and getting enough rest. At Fairway we aim to develop healthy habits from Nursery to year 6 through eating well, being physically active and take care of their mental health so they continue to grow and learn in a safe environment. This in turn would ensure a growth in a child's confidence and an understanding of limitations and rules.

Performance

Using physical competence and knowledge to gain a better understanding of physical activity.

These include:

- Technique: Skill, ability, capability, proficiency, expertise, style
- Performance: conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
- Spatial awareness: awareness, understanding of self and objects within a space, changes in position
- Physical literacy: performing with confidence, performing actions accurately
- Rules: regulation, directions, commands, guidelines, safety, referee, decision making

Creativity

Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

These include:

- Applying tactics: strategy, games, planning, sequencing, creating
- Competition: rivalry, contesting, opposition, match, game, round, heat, event
- Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination
- Communication: instructions, discussion, interaction, encouragement, clarity

Personal Challenge

Being able to improve on your own performance. This includes showing:

- Respect (Respect for inclusion, diversity and the rules of the game)
- Self-discipline (regulate own emotions)
- Participation (Confidence and a positive mental attitude towards partaking within a range of physical activities)

Team work

A sense of fair play and strong teamwork are essential for successful involvement in sport. They support the development of tolerance, respect, integrity and care. Demonstrating fair play and teamwork create a sense of hope, pride and identity. It is important to develop good communication skills and understand the strength of others.

SUBJECT CONTENT EYFS

The statutory EYFS framework aims to ensure that all pupils reach the early learning goal of:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

SUBJECT CONTENT KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

SUBJECT CONTENT KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. (At Fairway Primary School we have allocated swimming in Year 4 &5)

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

YEAR 1

CONCEPTS	GAMES	GYMNASTICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge
	DANCE	ATHLETICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities
	DANCE	ATHLETICS
	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Ball Skills & Games	Unit 2 Throwing & Catching- Aiming Games	Unit 3 Bat/ Ball skills & Games - Skipping	Unit 4 Developing Partner work
	<ul style="list-style-type: none"> To know and show different ways of using a ball. To understand how to use apparatus for its intended purpose. To observe, copy and play games as an individual and in pairs. To move safely and actively about the space. 	<ul style="list-style-type: none"> To throw and catch using a range of apparatus. To understand the concept of aiming games. To know how to change rules to make the game harder. To move safely and actively about the space. 	<ul style="list-style-type: none"> To steer and send a ball safely in different directions using a bat. To skip with a rope. To change the rules of the game to make it better or more challenging. To understand the importance of rules when playing with a bat. 	<ul style="list-style-type: none"> To play running games and use apparatus safely. To use and develop their sending, receiving and travelling with skills in games with a partner. To be able to observe and describe another child's activity
	GYMNASTICS			
	Unit D	Unit E	Unit F	Unit G
	<ul style="list-style-type: none"> To bounce, hop, spring and jump using a variety of take offs and landings. To observe, recognise and copy different body shapes. To link together two or more actions with control and to be able to repeat them. To describe what they see using appropriate vocabulary. 	<ul style="list-style-type: none"> To travel confidently and competently on different parts of the body including hands. To hold still balanced positions on large or small body parts. To link two balances together To adapt floor work safely onto apparatus. 	<ul style="list-style-type: none"> To spin, rock turn and roll with control, on various parts of the body. To plan and link a series of movements together. To work safely with an awareness of others. To adapt work from floor to apparatus. 	<ul style="list-style-type: none"> To travel, balance and jump confidently showing a variety of body shapes. To understand and demonstrate contrasts in level and shape. To observe, copy and describe what others are doing To be able to select and link together three different movements.

PHYSICAL EDUCATION SKILLS	DANCE			
	Unit 1 (16) (18)	Unit 2 (19) (20)	Unit 3 (23)	Unit 4 (24)
	<ul style="list-style-type: none"> To respond to a range of stimuli. To make rounded and spiky shapes with their bodies and create different patterns in the air and on the floor. To choose appropriate movements to express a dance idea. 	<ul style="list-style-type: none"> To perform simple rhythmic patterns and repeat them in different formations. To work alone with guidance to create movement ideas in response to a story or repeated rhythm. To select movements from those they practice to create a dance. To observe each other and themselves. 	<ul style="list-style-type: none"> To explore in response to a range of stimuli. To use a variety of basic actions to create a dance. To communicate mood, feelings and ideas through dance. To observe one another and talk about their dances using appropriate language. 	<ul style="list-style-type: none"> To perform basic actions of travelling, jumping, turning, gesture and shape. To choose appropriate dance actions and phrases to convey the meaning of the story. To vary speed, direction and pathways. To perform actions on different pathways and in different formations.
	ATHLETICS			
	Unit 1		Unit 2	
	<ul style="list-style-type: none"> To remember and repeat a series of running, throwing and jumping activities with growing control. To familiarize themselves with equipment and use it appropriately. To recognise how their bodies feel in different activities. To watch copy and describe what others have done. 		<ul style="list-style-type: none"> To remember, repeat and link combinations of actions. To choose equipment suitable for the task or challenge. To describe what their bodies feel like during different activities. To watch, copy and describe what others have done. 	

YEAR 2

CONCEPTS	GAMES	GYMNASTICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge
	DANCE	ATHLETICS
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities
	DANCE	ATHLETICS
	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Throwing & Catching Inventing Games	Unit 2 Making up a game	Unit 3 Dribbling, Kicking & Hitting	Unit 4 Group Games & Inventing Rules
	<ul style="list-style-type: none"> • To throw, catch and bounce in different ways when standing still or on the move. • To choose and apply skills to make up games. • To develop simple strategies for extending their skills. • To describe their games and teach it to a partner. 	<ul style="list-style-type: none"> • To remember, repeat and link combinations of skills in a game. • To improve the co-ordination, control and consistency of their actions. • To use and vary simple tactics. • To observe, play and improve another person's game. 	<ul style="list-style-type: none"> • To develop new skills relevant to specific games. • To know and apply basic tactics and strategies for attacking play. • To work co-operatively with another person in a team. • To observe and select information to evaluate their own and others' work. 	<ul style="list-style-type: none"> • To develop and extend their sending and receiving skills. • To know rules for a game. • To develop simple group tactics. • To move actively and safely about the space and in teams.
	GYMNASTICS			
	Unit H	Unit I	Unit J	Unit K
	<ul style="list-style-type: none"> • To travel and balance confidently showing different parts of the body high or low. • To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed. • To link three movements together smoothly in a planned sequence. • To adapt and transfer work safely from the floor to the apparatus. 	<ul style="list-style-type: none"> • To travel confidently and competently in different ways and on different body parts. • To understand and create different pathways and move in different directions. • To link together three different movements showing contrasts in speed and level. • Perform a limited range of skills with a partner. 	<ul style="list-style-type: none"> • To turn, spin and twist on different body parts showing control and coordination. • To understand that one part of the body must be 'fixed'. • To create a twist to link together three movements showing contrasts in speed and level. • To use their understanding of turning, spinning and twisting to adapt work safely from the floor to the apparatus. 	<ul style="list-style-type: none"> • To understand how different movements can be linked together smoothly. • To plan sequences or patterns of three or more movements which they can remember and repeat. • To recognise and use changes in level, speed and direction. • To compose and perform a simple sequence with a partner.

DANCE					
PHYSICAL EDUCATION SKILLS	Unit 1 (26) (28)	Unit 2 (30) (31)	Unit 3 (32)	Unit 4 (34/35/38/39)	
	<ul style="list-style-type: none"> • Use different levels, directions and speeds. • Touch, feel, and listen to different stimuli in order to share language, ideas, images and initial movement responses. • Improvise an idea – display an immediate response. • Choose appropriate movements to convey the dance idea. 	<ul style="list-style-type: none"> • Understand and perform simple basic travelling skills on feet. • Use change of direction. • Work cooperatively in pairs to create a dance. • Understand and show the difference between 'sad and happy' movements. • Recognise that dance is active and that changes occur in their bodies. 	<ul style="list-style-type: none"> • Response to a different type of stimuli – flash cards. • Use their understanding of the basic dance skills to select appropriate ones for the dance idea. • Work co-operatively in pairs or small groups. • Change and vary actions. • Look critically at their own and others work to recognise what is good and what can be improved. 	<ul style="list-style-type: none"> • Copy and perform simple movements/rhythmic patterns. • Understand that dance plays an important part in other cultures. • Recognise that dances have changed throughout history. • Understand that dance is active and that changes will occur in their bodies. • Change and vary their actions. 	
	ATHLETICS				
	Unit 1			Unit 2	
<ul style="list-style-type: none"> • Use their bodies and a variety of equipment with greater control and coordination. • Choose skills suitable for the challenges. • Describe what their bodies feel like during different activities. • Watch and describe what others have done. 			<ul style="list-style-type: none"> • Remember, repeat and link combinations of actions with greater control and co-ordination. • Choose equipment to help them meet the challenges set. • Describe what their bodies feel like during exercise. • Watch and describe what others have done. 		

YEAR 3

CONCEPTS	GAMES		GYMNASTICS	
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work		Healthy & Active Lifestyles Performance Creativity Personal Challenge	
	DANCE	ATHLETICS		OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work		Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

		GAMES		GYMNASTICS	
PHYSICAL EDUCATION SKILLS	GAMES				
	Unit 1 Ball Skills/ Invasion focus	Unit 2 Creative Games Making	Unit 3 Net/ Court/ Wall Games	Unit 4 Striking & Fielding Games	
	<ul style="list-style-type: none"> To consolidate and improve the quality of their skills. To improve their ability to elect and apply simple tactics. To work co-operatively in small groups. To recognise how a small game activity can be improved. 	<ul style="list-style-type: none"> To make up and play small sided games. To select and use appropriate skills. To describe and evaluate the effectiveness of the performance. To work co-operatively with others. 	<ul style="list-style-type: none"> To consolidate and improve the quality and consistency of their hitting skills. To develop the range of skills used. To select and use a range of simple tactics. To adapt, make and keep to the rules for net games. 	<ul style="list-style-type: none"> To consistently strike a ball in a controlled manner. To field and intercept a ball and return it accurately. To select and use appropriate skills and simple tactics in a small game activity. To recognise a good performance or what needs to be improved. 	
	GYMNASTICS				
	Unit L	Unit M		Unit N	
<ul style="list-style-type: none"> To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. To receive and transfer body weight safely in different situations and create a sequence with a partner. To identify how the overall performance of a sequence can be improved. To adapt and transfer skills safely onto more complex apparatus at every stage of learning. 	<ul style="list-style-type: none"> To understand and identify symmetry and asymmetry. To move and balance showing specific planned shapes and variations in speed and level. To individually and in twos' be able to analyse and say why they like a sequence. To adapt and transfer learned skills onto appropriate apparatus. 		<ul style="list-style-type: none"> To understand, identify and use flexible and direct pathways. To travel along different pathways using appropriate movements. To construct sequences which use planned variations in speed, level and pathways. To adapt and transfer what they have learned onto appropriate apparatus. 		

PHYSICAL EDUCATION SKILLS	DANCE		
	Unit 1 (2)	Unit 2 (3)	Unit 4 (6)
	<ul style="list-style-type: none"> • Develop different ways of travelling, jumping and turning. • Perform the basic actions and dances clearly and fluently. • Work with a partner. • Observe themselves and others dancing. 	<ul style="list-style-type: none"> • Perform basic dance actions with greater control and fluency. • Perform with a sense of phrasing, rhythmically and musically. • Select and apply appropriate movements for the dance idea. • Evaluate their own and others' performances. • Create and structure a whole dance. 	<ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus into movement. • Create and link dance phrases using a simple dance structure. • Perform dances with an awareness of rhythmic, dynamic and expressive qualities. • Describe and evaluate how they might improve their dances.
	ATHLETICS		
	Unit 1	Unit 2	
	<ul style="list-style-type: none"> • To link, remember and repeat combinations with more consistency and control. • To understand what equipment is needed for different challenges and be able to choose appropriately. • To describe how their bodies feel when doing different exercises. • To understand and describe what others are doing. 	<ul style="list-style-type: none"> • To consolidate and improve the quality and range of techniques they use. • To develop their ability to use simple tactics. • To describe how their body reacts to different types of activity. • To describe and evaluate the effectiveness of performances. 	
	OUTDOOR ADVENTUROUS ACTIVITIES		
<ul style="list-style-type: none"> • To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team. 			

YEAR 4

CONCEPTS	GAMES	GYMNASTICS	SWIMMING
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work
	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, and control • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	DANCE	ATHLETICS
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Net/ Court/Wall Games	Unit 2 Problem solving and Inventing Games – Invasion Focus	Unit 3 Invasion Games	Unit 4 Striking and Fielding Games
	<ul style="list-style-type: none"> To consolidate their striking skills and improve their control and quality. To vary the shots and employ them appropriately. To recognise what they do well and what needs improving. To adapt rules of net games. 	<ul style="list-style-type: none"> To consolidate and improve their skills in a creative and problem solving situation. To adapt and transfer appropriate principles of play and tactics. To make up rules and be prepared to modify or change them. To co-operate and make collective decisions. 	<ul style="list-style-type: none"> To develop a range and consistency of their skills in the games played. To play in small invasion games using a variety of formations. To understand, use and adapt simple tactics. To play to the rules. 	<ul style="list-style-type: none"> To consolidate skills and improve techniques. To receive a ball from one direction and strike it into or field it from another direction. To develop simple tactics in a game activity. To understand what makes up good technique.
	GYMNASTICS			
	Unit P	Unit Q		Unit S
	<ul style="list-style-type: none"> To identify and use different body parts to balance on and know which combinations produce stable or unstable bases. To balance and show specific planned body shapes. To move into and from balances with control and accuracy. To create a sequence on balance showing planned variations in shape, speed and levels. 	<ul style="list-style-type: none"> To understand how different body parts are capable of transferring and receiving body weight. To move into and from a range of skills with control and accuracy. To create sequences showing contrasts in shape, speed and level. To move and construct their own apparatus and transfer work safely from the floor. 		<ul style="list-style-type: none"> To rotate and roll on different body parts. To rotate and roll in different directions showing different shapes sizes and speeds. To create a sequence with a partner on floor and apparatus using a variety of linking movements. To observe the work of others and make judgments against given criteria

PHYSICAL EDUCATION SKILLS	DANCE	
	Unit 1 (9)	Unit 2 (11)
	<ul style="list-style-type: none"> Respond to a range of stimuli. Respond imaginatively to character and narrative. Use simple motifs and movements patterns. Structure a dance with a partner. Describe and interpret dance using appropriate language. 	<ul style="list-style-type: none"> Work in small groups to develop movement. Compose, using a range of new devices. Interpret and comment upon others' work.
	ATHLETICS	
	Unit 1	Unit 2
	<ul style="list-style-type: none"> To consolidate the quality and range of techniques they use for particular activities. To develop their ability to use simple tactics in different situations. To know and describe the short term effects of exercise on the body. To describe and evaluate the effectiveness of performances. 	<ul style="list-style-type: none"> To consolidate and improve the quality, range and consistency of the techniques they use for specific activities. To develop their ability to choose and use simple tactics and strengths in different situations. To describe how the body reacts to different types of activity. To describe and evaluate the effectiveness of performance and recognise aspects that need improving.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	<ul style="list-style-type: none"> To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team. 	
	SWIMMING	
	<ul style="list-style-type: none"> To be able to swim 25m. To be able to use a range of strokes (front crawl, backstroke, breaststroke) to swim 10m. To be able to complete safe self-rescue in different water based situations. 	

YEAR 5

CONCEPTS	GAMES	GYMNASTICS	SWIMMING
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work
	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, and control compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	DANCE	ATHLETICS
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.
OUTDOOR ADVENTUROUS ACTIVITIES	SWIMMING	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Net/ Court/ Wall Games	Unit 2 Invasion & Target- Ball Handling Games	Unit 3 Invasion Games- Implement & Kicking Hockey & Soccer	Unit 4 Striking & Fielding
	<ul style="list-style-type: none"> To develop the range and consistency of their skills in tennis and volleyball activities. To release the ball from different angles and send it at different angles. To work in pairs or small groups to develop attack and defence in net games. To evaluate performance and explain what needs improving. 	<ul style="list-style-type: none"> To consolidate existing skills and develop new ones. To select and apply skills more consistently in specific invasion activities and games. To select and apply basic invasion principles and adapt them to different situations. To use information to evaluate their own and others' work. 	<ul style="list-style-type: none"> To develop new skills relevant to specific invasion games. To know and apply tactics and strategies for attacking play. To work co-operatively with others in a team. To observe and select information to evaluate their own and others' work. 	<ul style="list-style-type: none"> To develop their range of bowling, striking and fielding skills. To experience all roles in small sided striking/ fielding games. To play rules and adapt basic tactics to use them in a range of games. To recognise strengths and weaknesses in their own performance.
	GYMNASTICS			
	Unit T	Unit V	Unit W	
	<ul style="list-style-type: none"> To use balancing on different body parts to create bridge shapes both as individuals and with a partner. To sustain concentration and practice to improve the quality and accuracy of their movements. To work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape. To understand the compositional principles of sequencing and recognise when something is absent. 	<ul style="list-style-type: none"> To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping. To adapt, refine and improve specific skills using their knowledge. To design longer sequences to use planned variations in shape, speed and direction. To work in pairs to evaluate and improve composition. 	<ul style="list-style-type: none"> To identify and use spinning, rotation and rolling around three different axes. To adapt, refine and improve specific skills. To understand and use variations in speeds, levels, directions and pathways. To observe and analyse a sequence and evaluate it using appropriate terminology. 	

PHYSICAL EDUCATION SKILLS	DANCE	
	Unit 2 (17)	Unit 4 (21)
	<ul style="list-style-type: none"> • Explore and improvise ideas, working on their own, with a partner and in a group. • Compose dances by using, adapting and developing steps, formations and patterning • To perform dances expressively. • Work in different group formations. 	<ul style="list-style-type: none"> • Respond to a range of stimuli and accompaniment. • Explore, improve and plan dances in groups. • Demonstrate competence in actions and dynamics. • Practice dance in order to refine the quality.
	ATHLETICS	
	Unit 1	Unit 2
	<ul style="list-style-type: none"> • To develop consistency in their actions. • To choose appropriate equipment and technique. • To understand the basic principles for warming up. • To understand why exercise is good for you. • To evaluate their own work and others work and suggest ways to improve it. 	<ul style="list-style-type: none"> • To develop consistent technique in various events. • To choose appropriate techniques for different events. • To understand how to warm up safely. • To understand why exercise is good for you. • To evaluate their own and other's work and suggest ways to improve it.
	OUTDOOR ADVENTUROUS ACTIVITIES	
	<ul style="list-style-type: none"> • To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team. 	
	SWIMMING	
	<ul style="list-style-type: none"> • To be able to swim 25m. • To be able to use a range of strokes (front crawl, backstroke, breaststroke) to swim 10m. • To be able to complete safe self-rescue in different water based situations. 	

YEAR 6

CONCEPTS	GAMES	GYMNASTICS	SWIMMING
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work
	DANCE	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES
	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work	Healthy & Active Lifestyles Performance Creativity Personal Challenge Team work

NATIONAL CURRICULUM OBJECTIVES	GAMES	GYMNASTICS
	Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, and control compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	DANCE	ATHLETICS
	Pupils should be taught to: <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	OUTDOOR ADVENTUROUS ACTIVITIES	
Pupils should be taught to: <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 		

PHYSICAL EDUCATION SKILLS	GAMES			
	Unit 1 Invasion Games- Hockey & Soccer	Unit 2 Net/ Court/ Wall Games	Unit 3 Striking and Fielding Games	Unit 4 Invasion Games – Netball & Basketball
	<ul style="list-style-type: none"> To combine and perform skills more fluently in implement and kicking invasion games. To understand and apply a range of tactics for attack and defence. To evaluate their own and others' work and suggest ways to improve it. To understand the need to prepare properly for games. 	<ul style="list-style-type: none"> To play small-sided and modified versions of net/ wall games. To develop the range and consistency of their skills. To use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence. To evaluate performance and explain what needs to be improved. 	<ul style="list-style-type: none"> To develop the consistency and accuracy of their striking and fielding skills. To select and use skills appropriately in a game situation. To play a wide range of striking and fielding games and transfer common principles. To recognise strengths and weaknesses in their own performances. 	<ul style="list-style-type: none"> To choose, combine and perform ball-handling skills more fluently and effectively in games. To use attacking and defending strategies more consistently in similar games. To develop their ability to evaluate work and suggest improvements. To understand why exercise is good for their fitness, health and well-being.
	GYMNASTICS			
	Unit X	Unit Y	Unit Z	Unit A*
	<ul style="list-style-type: none"> To understand, identify and demonstrate contrasting, matching and mirroring balances and movements. To identify and use different spatial relationships with a partner. To work in pairs to construct, practice, evaluate and improve the composition and quality of a sequence. To adapt and transfer sequences from floor to apparatus. 	<ul style="list-style-type: none"> To travel rhythmically and develop timing with a partner or small group using synchronization and canon. To adapt and develop movements and skills and work co-operatively with a partner or small group. To extend their understanding and use of levels, speeds and pathways. To understand the compositional principles of sequencing and recognise when they are absent. 	<ul style="list-style-type: none"> To travel over or under shapes made by a partner with or without control. To extend their skills to travel over a moving base. To work co-operatively with a partner to design a sequence which shows variations in shape, speeds and direction and evaluate its effectiveness. To adapt and transfer skills and sequences to apparatus. 	<ul style="list-style-type: none"> To understand and identify counter balance and counter tension. To demonstrate counter balance and counter tension balances in two's to show changes in shape, level and body parts used and in contact. To work in pairs to construct, practice, evaluate and improve the composition and quality of a sequence. To adapt and transfer a sequence onto apparatus.

PHYSICAL EDUCATION SKILLS	DANCE			
	Unit 1 (23)	Unit 2 (25)	Unit 3 (27)	Unit 4 (29)
	<ul style="list-style-type: none"> Perform with clear intention and meaning. Perform set patterns with knowledge and understanding of their meaning. Work collaboratively in small and large groups. Comment upon appropriate actions. 	<ul style="list-style-type: none"> Work creatively and imaginatively on their own and with a partner. Perform expressively and sensitively to accompaniment. Perform dances fluently and with control. Observe and evaluate their own and others' dances. Warm up and cool down independently. 	<ul style="list-style-type: none"> Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Evaluate, refine and develop their own and others' work. 	<ul style="list-style-type: none"> Perform with expression and show clear understanding of the dance. Demonstrate the ability to translate ideas into symbolic movement. Show confidence in including personal responses in relation to observation.
	ATHLETICS			
	Unit 1		Unit 2	
	<ul style="list-style-type: none"> To increase the number of techniques and develop consistency. To choose appropriate techniques for specific events. To understand the basic principles of warming up. To evaluate their own and others' work and suggest ways to improve it. 		<ul style="list-style-type: none"> To increase the number of techniques and develop consistency. To choose appropriate techniques for specific events. To understand why exercise is good for fitness, health and well-being. To evaluate their own and others' work and suggest ways to improve it. 	
	OUTDOOR ADVENTUROUS ACTIVITIES			
	<ul style="list-style-type: none"> To be able to undertake Outdoor Adventurous Activities as an individual and as part of a team. 			