

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	<p><b><u>Introduction to PE Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will be introduced to Physical Education and structured movement. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p>	<p><b><u>Fundamentals Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will develop their fundamental movement skills of balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner.</p>	<p><b><u>Gymnastics Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p><b><u>Balls skills Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<p><b><u>Dance Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<p><b><u>Games Unit 1</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>R</b>	<p><b><u>Introduction to PE Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will be introduced to Physical Education and structured movement. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules</p>	<p><b><u>Fundamentals Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will develop their fundamental movement skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p><b><u>Gymnastics Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<p><b><u>Balls skills Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<p><b><u>Dance Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p><b><u>Games Unit 2</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Children will practise and further develop fundamental movement skills. They will also explore striking a ball with their hand and with an object. Children will learn and develop these skills by playing a variety of games. They will also start to understand working as a team, taking turns, learning to keep score, playing against an opponent and play by the rules.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><b><u>Inside Gymnastics</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p><b><u>Inside Dance</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner.</p>	<p><b><u>Inside/Outside Team building</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</p>	<p><b><u>Inside Fitness</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p>	<p><b><u>Inside Yoga</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p>	<p><b><u>Inside/Outside Invasion games</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.  Throwing, catching, dribbling, dodging, attacking defending, sending, receiving</p>
	<p><b><u>Outside Fundamentals</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will develop the fundamental skills of balancing, running, changing direction,</p>	<p><b><u>Outside Ball skills</u></b></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling,</p>				

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	<p>jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>I can run at different speeds. I can change direction. I show balance and control when hopping and jumping. I demonstrate rhythm when skipping. I can select my own actions in response to a task. I can work co-operatively with others to complete tasks. I can recognise changes in my body when I do exercise</p>	<p>hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>I can throw with some accuracy towards a target. I can track a ball that is coming towards me. I persevere when dribbling a ball with my hands and feet. I am beginning to catch with two hands. I co-operate with a partner and small group, helping each other to complete tasks. I show honesty and fair play. I can recognise changes in my body when I do exercise. I am beginning to understand simple tactics.</p>		<p>tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 2	<p><u>Inside PE</u> <u>Dance</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p>	<p><u>Inside PE</u> <u>Gymnastics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p>	<p><u>Inside/Outside</u> <u>Team building</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p>	<p><u>Inside PE</u> <u>Fitness</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p>	<p><u>Inside PE</u> <u>Yoga</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p>	<p><u>Inside/Outside</u> <u>Striking and fielding</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.</p> <p>Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball</p>
	<p><u>Outside PE</u> <u>Fundamentals</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and</p>	<p><u>Outside PE</u> <u>Ball skills</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling</p>		<p><u>Outside PE</u> <u>Net/wall</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They</p>	<p><u>Outside PE</u> <u>Athletics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In</p>	

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	<p>skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can describe how my body feels during exercise.</p>	<p>with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. I can roll a ball to hit a target. I can track a ball and collect it. I can dribble a ball with my hands and feet with some control. I can send and receive a ball using both kicking and throwing and catching skills. I communicate with others to complete tasks and ensure that everyone in my group is included. I use the rules of games and show fair play. I can describe how my body feels during exercise. I am beginning to understand and use simple tactics.</p>		<p>will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net. Throwing, catching, racket skills, ready position, hitting a ball</p>	<p>all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. Running at different speeds, running over obstacles, agility and co-ordination, jumping for distance, jumping for height, throwing for distance and accuracy</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y 3	<p><u>Inside PE</u> <u>Dance</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils create dances in relation to an idea including historical, cultural and scientific sources. Pupils work individually, with a partner and in small groups. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.</p>	<p><u>Inside PE</u> <u>Gymnastics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop performance skills considering the quality and control of their actions.</p>	<p><u>Inside/Outside</u> <u>Netball</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p><u>Inside PE</u> <u>Fitness</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p>	<p><u>Inside PE</u> <u>Yoga</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p>	<p><u>Inside/Outside</u> <u>OAA</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p>
	<p><u>Outside PE</u> <u>Tennis</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to</p>	<p><u>Outside PE</u> <u>Hockey</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving</p>		<p><u>Outside PE</u> <u>Cricket</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores</p>	<p><u>Outside PE</u> <u>Athletics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that</p>	

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	<p>score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules</p>	<p>and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important</p>		<p>low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements. Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball</p>	<p>involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores. Sprinting, running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p><u>Inside PE</u> <u>Gymnastics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions</p>	<p><u>Inside PE</u> <u>Dance</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimulus, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<p><u>Inside/Outside</u> <u>Basketball</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement</p>	<p><u>Inside PE</u> <u>Fitness</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p>	<p><u>Inside PE</u> <u>Dodgeball</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p><u>Inside/Outside</u> <u>Rounders</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements. Underarm throwing, overarm throwing, underarm bowling, fielding, batting, tracking a ball, retrieving a ball</p>
	<p><u>Outside PE</u> <u>Cricket</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the</p>	<p><u>Outside PE</u> <u>Football</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as</p>		<p><u>Outside PE</u> <u>Tag rugby</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and</p>	<p><u>Outside PE</u> <u>Athletics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and</p>	

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	<p>batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>		<p>then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores. Pacing, sprinting, jumping for distance, jumping for height, throw, heave, launch for distance</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p><u>Inside PE</u> <u>Gymnastics/Swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><u>Inside PE</u> <u>Dance/Swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p><u>Inside/Outside</u> <u>Tennis/Swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p><u>Inside PE</u> <u>Gymnastics/Swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><u>Inside PE</u> <u>Dance/swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn different styles of dance, working individually, as a pair and in small groups. They create, perform and observe dances in a range of themes. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p>	<p><u>Inside PE</u> <u>Tennis/Swimming</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>
	<p><b>Swimming:</b> 2 classes will have swimming instruction taught in place of indoor PE each week. This will continue for 3 half terms. At the beginning of Spring 2, the classes will swap over.</p> <p><u>NC big ideas:</u> In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>					
	<p><u>Outside PE</u> <u>Hockey</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	<p><u>Outside PE</u> <u>Netball</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>		<p><u>Outside PE</u> <u>OAA</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	<p><u>Outside PE</u> <u>Athletics</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	<p><u>Outside PE</u> <u>Cricket</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>

	<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p>		<p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>	<p>Pupils develop their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach. Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p><u>Inside PE</u> <u>Dance</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas.</p>	<p><u>Inside PE</u> <u>Gymnastics</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p><u>Inside/Outside</u> <u>Fitness</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.</p>	<p><u>Inside PE</u> <u>Basketball</u></p> <p><b>Specific skills, concepts and knowledge:</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p><u>Inside PE</u> <u>Yoga</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p>	<p><u>Inside/Outside</u> <u>Dodgeball</u></p> <p><b>Specific skills, concepts and knowledge:</b> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>
	<p><u>Outside PE</u> <u>Football</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	<p><u>Outside PE</u> <u>Tag rugby</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>		<p><u>Outside PE</u> <u>Rounders</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	<p><u>Outside PE</u> <u>Athletics</u></p> <p><b>Specific skills, concepts and knowledge:</b></p>	

Little seeds, big dreams

	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>		<p>Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Underarm throwing, overarm throwing, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball</p>	<p>Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach. Pacing, sprinting, jumping for distance, jumping for height, push throwing for distance, fling throwing for distance</p>	
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