







Physical Education Long Term Plan

Journeying together with hope and aspiration

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

How does our vision impact Physical Education at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of PE at Gainsborough Parish.

 <p>Dignity</p> <p>We teach about a range of physical activities, reflecting the diversity of modern Britain. Showing respect for each other's physical ability along with fairness at all times when playing.</p>	 <p>Community</p> <p>We strive to make connections within our school community, the community in which our school is located, the UK community and the wider global community. We have a strong connection to Gainsborough Trinity Football Club, West Lindsey Leisure Centre and Gainsborough and North Lincoln Sports Partnership.</p>
 <p>Hope</p> <p>Through a curriculum rich in movement and a passion for sport, we aim to support our pupils to be healthy citizens of the future, who are able to live a long life with physical confidence.</p>	 <p>Wisdom</p> <p>We strive to provide a Physical Education curriculum that enables pupils to acquire a rich, deep knowledge and understanding of competitive sport and physically demanding activities, including the ways in which it builds character.</p>

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> ● Playing and exploring – children investigate and experience things and have a go ● Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements ● Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things 					
EYFS Statutory Educational Programmes: Physical Development and Personal, Social and Emotional Development	<p style="text-align: center;">Physical Development – statutory programme</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory programme</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

How might PE look within EYFS? Development Matters statements in bold

(Examples of what this could look like)

Physical Development

Rolling, drawing, walking, jumping, running, hopping, skipping, climbing

(provide regular opportunities for appropriate outdoor space on a range of surfaces to feel, move and balance on such as grass, bark, concrete etc, provide experience for children carrying things up and down on different levels such as slopes, hills and steps. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space for indoor movement. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening without feeling pressure to join in. Create low-pressure zones where less confident children can practice movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionally, and encourage children to use it)

Progress towards a more fluent style of moving, with developing control and grace.

(Provide children with regular opportunities to practice their movement skills alone and with others. Offer children 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. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den).

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, gymnastic sport and swimming.

(Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

(Ensure that children can move and rotate their lower arms and wrists independently. Help the children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills)

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

(Give children regular, sensitive reminders about correct posture).

Combine different movements with ease and fluency

(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. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements)

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

(Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars)

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.

(Introduce tennis balls, ping pong balls, beach balls and balloons. 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 target when they have consolidated their ball skill).

Further develop the skills they need to manage the school day successfully: lining up and queuing

(Carefully explain some of the rules of lining up and queuing, such as not standing too close or toughing others. Give children simple verbal and visual reminders)

Personal, Social and Emotional Development

Build constructive and respectful relationships

(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. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary)

Show resilience and perseverance in the face of challenge

(Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them)

Identify and moderate their own feelings socially and emotionally

(Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave accordingly)

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity

(Talk to the children about exercise and the benefits on their body during P.E lessons and other physical activities. Explain to children and model how to travel safely in their local environment including, holding hands, stopping quickly when scootering and cycling etc)

Vocabulary	<p>Physical Development vocabulary children may be exposed to:</p> <p><i>Bend, stretch, balance, hop, crawl, skip, climb, obstacle, jump, side step, rolls, forwards, backwards, side to side, tiptoe, tall, wide, short, long, tuck, pike, straddle, fast, slow, start, stop, throw, catch, bounce, roll, pass, underarm, overarm, score, points, partner, team, over, under.</i></p> <p>Key vocab concepts supported by Word Aware</p>
End of year Expectations: (ELG)	<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">ELG: Gross Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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. <p style="text-align: center;">ELG: Fine Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">ELG: Managing Self</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PE Curriculum Cycle A EYFS

Introduction to PE Unit 2	In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. 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.
Fundamentals Unit 2	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop 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 and understand and follow rules and instructions. They work independently and with a partner to complete tasks.
Gymnastics2	In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore 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.
Dance 2	In this unit children will develop their expressive movement through the topic of 'places'. 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.
Ball Skills Unit 2	In this unit children will develop their ball skills through the topic of 'weather'. 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.
Games Unit 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

**PE Curriculum Cycle A
Whole School Overview**

	Autumn	Spring	Summer
KS1			
Inside	Fitness	Dance	Gymnastics
Outside	Team Building	Target Games	Striking and Fielding Games
LKS2			
Inside	Fundamentals	Dance	Gymnastics
Outside	Ball Skills	Tag Rugby	Cricket
UKS2			
Inside	Fitness	Dance	Gymnastics/Swimming
Outside	OAA	Tag Rugby	Athletics

PE Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
Fitness	<p>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>This unit builds on EYFS learning Fundamentals and prepares children for Fundamentals in LKS2</i></p> <p>speed steady time tired</p>	Fundamentals	<p>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. combination. Develop flexibility, strength, technique, control and balance.</p> <p><i>This unit builds on KS1 learning Fitness and Team building and prepares children for Fitness in UKS2</i></p> <p>co-ordination control rhythm agility technique</p>	Fitness	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. combination. Develop flexibility, strength, technique, control and balance.</p> <p><i>This unit builds on LKS2 learning Fundamentals and prepares children for PE in KS3</i></p> <p>consistent measure motivate persevere power stable drive</p>
Team Building	<p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success. This unit links to the following strands of the NC: participate in team games, developing simple tactics.</p> <p><i>This unit builds on EYFS learning Introduction to PE and prepares children for Tag Rugby in LKS2</i></p>	Ball Skills Y3/4	<p>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	OAA	<p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.</p> <p>This builds on Team building from KS1.</p>

			<p><i>This unit builds on KS1 learning Target Games and Striking and Fielding Games and prepares children for Target Rugby in UKS2</i></p> <p>opponent personal best possession power accurate block technique</p>		<p>critical thinking landmark negotiate strategy verbal visual compromise concise cardinal points</p>
Dance	<p>Pupils explore space and how their body can move to express an idea, mood, character or feeling. They 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. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><i>This unit builds on EYFS learning Dance and prepares children for Dance in LKS2</i></p> <p>Canon explore extend feedback formation interact</p>	Dance	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, 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. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><i>This unit builds on KS1 learning Dance and prepares children for Dance in UKS2</i></p> <p>Canon explore extend feedback formation interact</p>	Dance	<p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing 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, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p><i>This unit builds on LKS2 learning Dance and prepares children for Dance in KS3</i></p> <p>Choreograph choreography collaboratively genre motif posture quality transition</p>
Target Games	<p>Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. 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, learn how to score points and use simple tactics.</p> <p><i>This unit builds on EYFS learning Ball Skills and prepares children for Cricket in LKS2</i></p>	Tag Rugby	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: 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</p>	Tag Rugby	<p>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: 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.</p>

	overarm balance further swing underarm distance		<p><i>This unit builds on KS1 learning Team Building and prepares children for Tag Rugby in UKS2</i></p> <p>Accurate communicate intercept invasion opposition pitch court receiver referee teamwork tournament control umpire technique</p>		<p><i>This unit builds on LKS2 learning Tag Rugby and prepares children for Ball Games in KS3</i></p> <p>barrier create dominant close down drive maintain sporting behaviour situation sportsmanship angle ball carrier stance rebound</p>
Gymnastics	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling 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. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><i>This unit builds on EYFS learning Gymnastics and prepares children for Gymnastics in LKS2</i></p> <p>body tension contrast extend flow landing position match patch point take off</p>	Gymnastics	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><i>This unit builds on KS1 Gymnastics learning and prepares children for Gymnastics in UKS2</i></p> <p>body tension contrast extend flow landing position match patch point take off</p>	Gymnastics	<p>In this unit, 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 build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances.</p> <p><i>This unit builds on LKS2 Gymnastics learning and prepares children for Gymnastics in KS3</i></p> <p>mirroring observe quality performance stable symmetrical synchronisation transition extension asymmetrical canon cartwheel decide</p>
Striking and Fielding Games	<p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and</p>	Cricket	<p>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. 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 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</p>	Swimming	<p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions.</p>

	<p>develop communication skills to manage small sided games.</p> <p><i>This unit builds on EYFS learning Ball Skills and prepares children for Ball Skills, Cricket and Tag rugby in LKS2</i></p> <p>batting bowl bowler fielder fielding hit overarm out ready position track underarm batter</p>		<p>understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: 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.</p> <p><i>This unit builds on KS1 Striking and Fielding Games learning and prepares children for all ball games in UKS2 in UKS2</i></p> <p>grip no ball run out short barrier strike technique tournament umpire wicket accuracy caught out</p>	<p>Athletics</p>	<p>Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>outstretched personal best retrieve inhale exhale flutter kick endurance dolphin kick continuously somersault synronised</p> <p>In this unit, pupils are set challenges for distance and time that 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 and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>changeover track drive field force javelin approach momentum dominate shot putt consistent</p>
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PE Curriculum Cycle B EYFS

Introduction to PE Unit 2	In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. 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.
Fundamentals Unit 2	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop 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 and understand and follow rules and instructions. They work independently and with a partner to complete tasks.
Dance Unit 2	In this unit children will develop their expressive movement through the topic of 'places'. 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.
Gymnastics Unit 2	In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore 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.
Ball skills Unit 2	In this unit children will develop their ball skills through the topic of 'weather'. 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.
Games skills Unit 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules

**PE Curriculum Cycle B
Whole School Overview**

	Autumn	Spring	Summer
KS1			
Inside	Fundamentals	Dance	Gymnastics
Outside	Sending and receiving	Ball Skills	Invasion Games
LKS2			
Inside	Yoga	Dance	Gymnastics
Outside	Basketball	Hockey	Tennis
UKS2			
Inside	Yoga	Dance	Gymnastics
Outside	Basketball	Hockey	Tennis

PE Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
	<i>This unit builds on EYFS learning...and prepares children for...</i>		This unit builds on KS1 learning... and prepares children for...		This unit builds on LKS2 learning... and prepares children for...
Fundamentals	<p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>This builds on Fundamentals 2 in EYFS and provides a base for all the units in LKS2 that require movement.</p> <p>dodge jog</p>	Yoga	<p>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 wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>This builds on Fundamentals in KS1 and provides a base for UKS2 Yoga</p> <p>base control hinge mindfulness contact extend tilt link relax</p>	Yoga	<p>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. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>This builds on Yoga in LKS2 and all movement in KS3</p> <p>concentrate exhale maintain posture muscles quality connect inhale transition</p>
Sending and Receiving	<p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping 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 the rules to keep themselves and others safe.</p> <p>This builds on Ball Skills in EYFS and provides a base for the LKS units Basketball, Netball and Tennis.</p> <p>ready position skip swing</p>	Basketball	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified</p>	Basketball	<p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive</p>

			<p>where appropriate and apply basic principles suitable for attacking and defending.</p> <p>This builds on Ball skills in KS1 and prepares children for Basketball in UKS2</p> <p>deny delay pressure gain protect obstruct offside cushion tackle momentum support accelerate decision onside option timing</p>		<p>games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>This builds on Basketball in LKS2 and prepares children for ball games in KS3</p> <p>Abide consecutive dictate appropriate draw consistently transition contest turnover extend ballside definite react</p>
Dance	<p>Pupils will explore travelling actions, movement skills and balancing. 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 to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>This builds on Dance in EYFS and provides a base for the LKS2 unit Dance.</p> <p>balance copy level pose</p>	Dance	<p>Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. This unit links to the following strand of the NC: perform dances using a range of movement patterns.</p> <p>This builds on Dance in KS1 and prepares children for Dance in UKS2.</p> <p>action and reaction flow order performance phrase relationship represent rhythm structure</p>	Dance	<p>Pupils learn different styles of dance, working individually, as a pair and in 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. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p>This builds on Dance in LKS2 and prepares children for Dance in KS3.</p> <p>Choreograph choreography collaboratively genre motif posture quality transition</p>
Ball Skills	<p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>This builds on Ball Skills in EYFS and provides a base for the LKS2 units Basketball, Netball and Tennis.</p> <p>control soft swing track underarm ready position</p>	Hockey	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate</p>	Hockey	<p>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive</p>

			<p>and apply basic principles suitable for attacking and defending.</p> <p>This builds on Ball skills in KS1 and prepares children for Hockey in UKS2</p> <p>court receiver referee teamwork tournament control umpire technique opposition accurate communicate intercept pitch invasion</p>		<p>games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>This builds on Hockey in LKS2 and prepares children for Invasion Games in KS3.</p> <p>rebound angle stance barrier create dominant close down drive maintain sporting behaviour situation sportsmanship</p>
Gymnastics	<p>In this unit pupils 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 sequences. 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>This builds on Gymnastics 2 in EYFS and provides a base for Gymnastic in Y3/4</p> <p>action control direction level speed</p>	Gymnastics	<p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>This builds on Gymnastics in KS1 and prepares children for Gymnastics in UKS2</p> <p>body tension contrast extend flow landing position match patch point take off</p>	Gymnastics	<p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>This builds on Gymnastics in LKS2 and prepares children for Gymnastics in KS3</p> <p>mirroring observe quality performance stable symmetrical synchronisation transition extension asymmetrical canon cartwheel decide</p>
Invasion Games	<p>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. 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. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following</p>	Tennis	<p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply</p>	Swimming	<p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>

	<p>strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>This builds on Games Unit 2 in EYFS and provides a base for the LKS units Basketball, Netball and Tennis.</p> <p>attacker dodge mark</p> <p>defender goal track</p>		<p>basic principles suitable for attacking and defending.</p> <p>This builds on Ball skills in KS1 and prepares children for Tennis in UKS2</p> <p>court forehand opposition react backhand</p>	<p>Tennis</p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>This builds on any swimming children have done out of school and will prepare them for any future swimming they will do.</p> <p>outstretched personal best retrieve inhale exhale flutter kick endurance dolphin kick continuously somersault synchronised</p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules.</p>
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All progression documents and further information is available to the school via the Get Set PE website.