

Teaching staff		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	S. Loomes	Game Skills -Participate in team games -Pass and receive a ball under no pressure -Develop a range of skills with a ball	Game Skills -Understand how to win and lose -Pass and receive a ball under pressure -Understand and develop attacking and defending roles	Invasion Games -Understanding of various invasive games (Hockey, Netball, Handball) -Perform attacking and defending principles in games	Football / Hockey -Basic understanding of skills required -Understand how to attack and defend effectively -Understand the rules of the game	Football / Hockey -Use attacking and defending with confidence and control -Play competitive games -Work effectively as a team	Football / Hockey -Use attacking and defending with confidence and control -Play competitive games -Work effectively as a team -Learn to control and referee games
	Class teacher	Gymnastics -Travelling , rolling -Agility, balance, coordination	Gymnastics -Travelling , rolling -Agility, balance, coordination	Swimming -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations.	Dance -Perform dances using arrange of movement patterns. -Compare performances with previous ones	Dance -Perform dances using a range of movement patterns -Compare performances with previous ones and demonstrate improvements to achieve a personal best	Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Autumn 2	S. Loomes	Multi-skills -Develop agility, balance and co-ordination	Multi-skills -Develop agility, balance and co-ordination	Invasion Games -Understanding of various invasive games (Hockey, Netball, Handball) -Perform attacking and defending principles in games	Basketball / Netball -Develop the technique of the 3 passes -Understand the rules of the game -Experience the positions	Basketball / Netball -Decision making on when and how to perform different passes -Understand the positions of the game	Basketball / Netball -Decision making on when and how to perform different passes -Understand the positions of the game -Learn to control and referee games
	Class teacher	Dance - Perform dances using simple movement patterns. -Remember and repeat simple dance phrases. -Hiphop	Dance - Perform dances using simple movement patterns. -Remember and repeat simple dance phrases. -Toys/ Healthy me	Swimming -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations.	Gymnastics -Develop flexibility, strength, technique, control and balance	Gymnastics -Develop flexibility, strength, technique, control and balance through Pilates and Gymnastics.	Gymnastics -Develop flexibility, strength, technique, control and balance. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Spring 1	S. Loomes	Game Skills -Participate in team games -Pass and receive a ball under no pressure -Develop a range of skills with a ball	Game Skills -Understand how to win and lose -Pass and receive a ball under pressure -Understand and develop attacking and defending roles	Invasion Games -Understanding a range of invasive games (Hockey, Netball, Handball) -Perform attacking and defending principles in games	Basketball / Netball -Develop the technique of the 3 passes -Understand the rules of the game -Experience the positions	Basketball / Netball -Decision making on when and how to perform different passes -Understand the positions of the game	Basketball / Netball -Decision making on when and how to perform different passes -Understand the positions of the game -Learn to control and referee games
	Class teacher	Gymnastics -Apparatus, sequence -Agility, balance, coordination	Gymnastics -Apparatus, sequence -Agility, balance, coordination	Competitive games Play competitive games, modified where appropriate (badminton, basketball football) and apply basic principles suitable for attacking and defending.	Swimming -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively	Dance -Perform dances using a range of movement patterns. -Compare performances with previous ones and demonstrate	Dance -Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate

					-Perform safe self-rescue in different water-based situations.	improvement to achieve a personal best	improvement to achieve their personal best.
Spring 2	S. Loomes	Multi-skills -Develop agility, balance and co-ordination	Multi-skills -Develop agility, balance and co-ordination	Striking / Net Games -Understanding of a range of striking and net games (Tennis, Cricket, Rounder's) -Use skills effectively in each	Football / Hockey -Basic understanding of skills required -Understand how to attack and defend effectively -Understand the rules of the game	Football / Hockey -Use attacking and defending with confidence and control -Play competitive games -Work effectively as a team	Football / Hockey -Use attacking and defending with confidence and control -Play competitive games -Work effectively as a team -Learn to control and referee games
	Class teacher	Dance - Perform dances using simple movement patterns. -Remember and repeat simple dance phrases. -Fairy tales	Dance - Perform dances using simple movement patterns. -Remember and repeat simple dance phrases. -Great Fire of London/ Disco	Gymnastics Develop flexibility, strength, technique, control and balance.	Swimming -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations.	Gymnastics -Develop flexibility, strength, technique, control and balance through Pilates and gymnastics	OAA -Take part in outdoor and adventurous activity challenges both individually and within a team.
Summer 1	S. Loomes	Game Skills -Participate in team games -Pass and receive a ball under no pressure -Develop a range of skills with a ball	Game Skills -Understand how to win and lose -Pass and receive a ball under pressure -Understand and develop attacking and defending roles	Striking / Net Games -Understanding of a range of striking and net games (Tennis, Cricket, Rounder's) -Use skills effectively in each	Cricket / Tennis / Rounders -Have control in using bats and rackets to perform skills -Understand the role of fielding and awareness of space	Cricket / Tennis / Rounders -Increased control over a bat and racket -Understand the roles of each game -Use skills built up to be an affective player	Cricket / Tennis / Rounders -Increased control over a bat and racket -Understand the roles of each game -Use skills built up to be an affective player -Learn how to score and umpire games
	Class teacher	Gymnastics -Travelling , rolling -Agility, balance, coordination	Striking and fielding (rounders) -Catching, throwing, fielding, striking	Dance perform dances using a range of movement patterns	OAA -Take part in outdoor and adventurous activity challenges both individually and within a team	Swimming -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations.	Athletics -Use running, jumping, throwing and catching in isolation and in combination
Summer 2	S. Loomes	Multi-skills -Develop agility, balance and co-ordination	Multi-skills -Develop agility, balance and co-ordination	Striking / Net Games -Understanding of a range of striking and net games (Tennis, Cricket, Rounder's) -Use skills effectively in each	Cricket / Tennis / Rounders -Have control in using bats and rackets to perform skills -Understand the role of fielding and awareness of space	Cricket / Tennis / Rounders -Increased control over a bat and racket -Understand the roles of each game -Use skills built up to be an affective player	Cricket / Tennis / Rounders -Increased control over a bat and racket -Understand the roles of each game -Use skills built up to be an affective player -Learn how to score and umpire games
		Dance	Athletics	Athletics	Athletics	Swimming	

		- Perform dances using simple movement patterns. -Remember and repeat simple dance phrases. -Animals Athletics – Sports day	-Agility, balance, coordination -Running, throwing, jumping -Competition	use running, jumping, throwing and catching in isolation and in combination. compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	-Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations. OAA Hill tops
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PE National Curriculum

Purpose of study

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

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

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

Key stage 1

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

Pupils should be taught to:

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

Key stage 2

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

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.

KS2- teachers must cover:

Opportunity for children to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Dance

Opportunity to take part in outdoor and adventurous activity challenges both individually and within a team (imoves)

(Fitness) - compare their performance with previous attempts, demonstrate achievement -personal best -importance of healthy lifestyle.