

<b>Games(Ga)</b> <b>Gymnastics(Gy)</b> <b>Dance (D)</b>	<u><b>Yr.3</b></u>	<u><b>Yr.4</b></u>	<u><b>Yr.5</b></u>	<u><b>Yr.6</b></u>
<p><b>Autumn 1</b></p> <p><b>P.E</b> – aim to help pupils (individually or as part of a team):</p> <p><b>*Develop physical / Mental Capacity</b> for sport by knowing how to prepare and recover from exercise safely and effectively</p> <p><b>*Making Informed Choices</b> about following a healthy, active, safe lifestyle</p> <p><b>*Accurately Replicate a skill</b> through practice</p> <p><b>*Developing Skills/Performance</b> through repetition and practice</p> <p><b>*Outwit an opponent</b> during competition using tactics / skills</p> <p><b>*Making and Applying Decisions</b> within a game demonstrating tactics, teamwork</p> <p><b>*Evaluating and Improving</b> by offering effective peer coaching, self-analysis on strengths and weaknesses in performance</p>	<p>(Ga)</p> <p><b>#Fitness/Activity Circuits</b> – set up a variety of timed challenges (press ups / squats, etc.</p> <p><b>#Target Throwing</b> – develop skill through repetition, either:</p> <p>1) Under arm throw - Look at where you should release the ball / If hand is raised up high then the ball will travel upwards.</p> <p>2) Over arm throw - hold ball at shoulder height, push your weight backwards and down with leading leg stepping back / Throw ball and extend arm as you throw / Wherever your hand ends up will be the direction that the ball will go in.</p> <p><b>#Basketball</b> - explanation of rules / tactics</p> <p><b>#Basketball</b> - Look at the 3 main throws, chest [fingertips not palms, making sure pass leaves and arrives at the chest.] shoulder [elbow out and on level with shoulders] bounce</p> <p><b>#Basketball</b> - To be able to catch a ball while running and not move their landing foot / To know how to pivot after catching the ball</p> <p><b>#Basketball</b> - To begin to know how</p>	<p>(Ga)</p> <p><b>#Fitness/Activity Circuits</b> – set up a variety of timed challenges (press ups / squats, etc.</p> <p><b>#Target Throwing</b> – develop skill through repetition, either:</p> <p>1) Under arm throw - Look at where you should release the ball / If hand is raised up high then the ball will travel upwards.</p> <p>2) Over arm throw - hold ball at shoulder height, push your weight backwards and down with leading leg stepping back / Throw ball and extend arm as you throw / Wherever your hand ends up will be the direction that the ball will go in.</p> <p><b>#Basketball</b> - explanation of rules / tactics</p> <p><b>#Basketball</b> - Look at the 3 main throws, chest [fingertips not palms, making sure pass leaves and</p>	<p>(Ga)</p> <p><b>#Fitness/Activity Circuits</b> – set up a variety of timed challenges (press ups / squats, etc.</p> <p><b>#Target Throwing</b> – develop skill through repetition, either:</p> <p>1) Under arm throw - Look at where you should release the ball / If hand is raised up high then the ball will travel upwards.</p> <p>2) Over arm throw - hold ball at shoulder height, push your weight backwards and down with leading leg stepping back / Throw ball and extend arm as you throw / Wherever your hand ends up will be the direction that the ball will go in.</p> <p><b>#Street Hockey</b> - explanation of rules / tactics during games and how to hold the stick / hit the puck, ball.</p> <p><b>#Street Hockey</b> – Flicking, hitting the puck, ball</p> <p><b>#Street Hockey</b> - controlling, stopping, dribbling the puck, ball</p> <p><b>#Street Hockey</b> – passing, shooting the puck, ball</p> <p>(Gy)</p>	<p>(Ga)</p> <p><b>#Fitness/Activity Circuits</b> – set up a variety of timed challenges (press ups / squats, etc.</p> <p><b>#Target Throwing</b> – develop skill through repetition, either:</p> <p>1) Under arm throw - Look at where you should release the ball / If hand is raised up high then the ball will travel upwards.</p> <p>2) Over arm throw - hold ball at shoulder height, push your weight backwards and down with leading leg stepping back / Throw ball and extend arm as you throw / Wherever your hand ends up will be the direction that the ball will go in.</p> <p><b>#Street Hockey</b> - explanation of rules / tactics during games and how to hold the stick / hit the puck, ball.</p> <p><b>#Street Hockey</b> – Flicking, hitting the puck, ball</p> <p><b>#Street Hockey</b> - controlling, stopping, dribbling the puck, ball</p> <p><b>#Street Hockey</b> – passing, shooting the puck, ball</p> <p>(Gy)</p>

	<p>to shoot a ball, dribble a ball  <b>#Basketball</b> - Carousal of activities using skills taught  (Gy)  <b>#Balance</b>  *Being able to hold clear shapes with:  <ul style="list-style-type: none"> <li>•Tightened muscles</li> <li>•Pointed toes</li> <li>•Stretched fingers for extension</li> <li>•Stillness</li> <li>•Focus on a point</li> </ul> <b>#Do individually and then with a partner</b>  (D)  <b>#Listen to music – move to it creating and controlling their movements by varying shape and size</b></p>	<p>arrives at the chest.]  shoulder [elbow out and on level with shoulders]  bounce  <b>#Basketball</b> - To be able to catch a ball while running and not move their landing foot / To know how to pivot after catching the ball  <b>#Basketball</b> - To begin to know how to shoot a ball, dribble a ball  <b>#Basketball</b> - Carousal of activities using skills taught  (Gy)  <b>#Balance</b>  *Being able to hold clear shapes with:  <ul style="list-style-type: none"> <li>•Tightened muscles</li> <li>•Pointed toes</li> <li>•Stretched fingers for extension</li> <li>•Stillness</li> <li>•Focus on a point</li> </ul> <b>#Do individually and then with a partner</b>  (D)  <b>#Listen to music – move to it creating and controlling their movements by varying shape and size</b></p>	<p><b>#To be able to accurately replicate basic shapes in balances using body tension and extension</b>  <b>#To be able to create / perform basic balances and rotational skills in a small sequence and make decisions about how they can be improved</b>  (D)  <b>#Listen to music</b>  <b>#Create and control their movements by varying shape, size and direction</b></p>	<p><b>#Move with ease and show control in a range of physical contexts</b>  <b>#Be able to complete rotation with control</b>  <b>#To demonstrate a combination of 2 balances in a small sequence on low apparatus / floor</b>  (D)  <b>#Listen to music – move to it on mats provided</b>  <b>#Create and control their movements by varying shape, size, direction and speed</b></p>
<p><b><u>Games(Ga)</u></b></p>	<p><b><u>Yr.3</u></b></p>	<p><b><u>Yr.4</u></b></p>	<p><b><u>Yr.5</u></b></p>	<p><b><u>Yr.6</u></b></p>

<b><u>Gymnastics(Gy)</u></b> <b><u>Dance (D)</u></b>				
<p><b>Autumn 2</b></p> <p>P.E – aim to help pupils (individually or as part of a team):</p> <p><b>*Develop physical / Mental Capacity</b> for sport by knowing how to prepare and recover from exercise safely and effectively</p> <p><b>*Making Informed Choices</b> about following a healthy, active, safe lifestyle</p> <p><b>*Accurately Replicate a skill</b> through practice</p> <p><b>*Developing Skills/Performance</b> through repetition and practice</p> <p><b>*Outwit an opponent</b> during competition using tactics / skills</p> <p><b>*Making and Applying Decisions</b> within a game demonstrating tactics, teamwork</p> <p><b>*Evaluating and Improving</b> by offering effective peer coaching, self-analysis on strengths and weaknesses in performance</p> <p>in performance</p>	<p>(Ga)</p> <p>#Team activities – class v staff</p> <p><b>#Street Hockey</b> - explanation of rules / tactics during games and how to hold the stick / hit the puck, ball.</p> <p><b>#Street Hockey</b> – Flicking, hitting the puck, ball</p> <p><b>#Street Hockey</b> - controlling, stopping, dribbling the puck, ball</p> <p><b>#Street Hockey</b> – passing, shooting the puck, ball</p> <p><b>#Lacrosse</b> – explanation of rules / tactics and how to hold the stick</p> <p><b>#Lacrosse</b> – Scooping up the ball, keeping it in the net.</p> <p><b>#Lacrosse</b> – Catching the ball, flicking the ball.</p> <p><b>#Lacrosse</b> - Travelling with the ball</p> <p><b>#Lacrosse</b> - Competing safely for the ball</p> <p>(Gy)</p> <p>#Move with ease and show control in a range of physical contexts</p> <p>#Be able to complete rotation with control</p> <p>#Jumping 2 feet to 2 feet:</p> <ul style="list-style-type: none"> <li>•Controlled</li> <li>•No wobbling</li> <li>•Land quietly</li> </ul>	<p>(Ga)</p> <p>#Team activities – class v staff</p> <p><b>#Street Hockey</b> - explanation of rules / tactics during games and how to hold the stick / hit the puck, ball.</p> <p><b>#Street Hockey</b> – Flicking, hitting the puck, ball</p> <p><b>#Street Hockey</b> - controlling, stopping, dribbling the puck, ball</p> <p><b>#Street Hockey</b> – passing, shooting the puck, ball</p> <p><b>#Lacrosse</b> – explanation of rules / tactics and how to hold the stick</p> <p><b>#Lacrosse</b> – Scooping up the ball, keeping it in the net.</p> <p><b>#Lacrosse</b> – Catching the ball, flicking the ball.</p> <p><b>#Lacrosse</b> - Travelling with the ball</p> <p><b>#Lacrosse</b> - Competing safely for the ball</p> <p>(Gy)</p> <p>#To explore different ways of rotating using a variety of body shapes</p>	<p>(Ga)</p> <p>#Team activities – class v staff</p> <p><b>#Netball</b> - explanation of rules / tactics</p> <p><b>#Netball</b> - Look at the 3 main throws, chest [fingertips not palms, making sure pass leaves and arrives at the chest.] shoulder [elbow out and on level with shoulders] bounce</p> <p><b>#Netball</b> - To be able to catch a ball while running and not move their landing foot / To know how to pivot after catching the ball</p> <p><b>#Netball</b> - To begin to know how to shoot a ball</p> <p><b>#Football</b> –</p> <ol style="list-style-type: none"> <li>1) Side footed pass - Place supporting foot next to the ball / Draw kicking leg back / Rotate the femur and strike ball / Emphasise keeping supporting foot still and kicking through the ball in a straight line.</li> <li>2) The distance kick / Step into the ball / Support foot next to the ball / Strike the ball with top of big toe at the base of the ball.</li> <li>3) Shooting at goal – static ball / Moving ball</li> </ol>	<p>(Ga)</p> <p>#Team activities – class v staff</p> <p><b>#Netball</b> - explanation of rules / tactics</p> <p><b>#Netball</b> - Look at the 3 main throws, chest [fingertips not palms, making sure pass leaves and arrives at the chest.] shoulder [elbow out and on level with shoulders] bounce</p> <p><b>#Netball</b> - To be able to catch a ball while running and not move their landing foot / To know how to pivot after catching the ball</p> <p><b>#Netball</b> - To begin to know how to shoot a ball</p> <p><b>#Football</b> –</p> <ol style="list-style-type: none"> <li>1) Side footed pass - Place supporting foot next to the ball / Draw kicking leg back / Rotate the femur and strike ball / Emphasise keeping supporting foot still and kicking through the ball in a straight line.</li> <li>2) The distance kick / Step into the ball / Support foot next to the ball / Strike the ball with top of big toe at the base of the ball.</li> <li>3) Shooting at goal – static ball / Moving ball</li> </ol>

	<p>•Head up and looking forward #With other jumps same but jumping one footed or landing one footed.</p> <p>•Quality movements demonstrating tension, stretched, chin, pointed fingers and toe.</p> <p>•Timing-all working in unison and at same speed.</p> <p>Type of jumps: 1) Stand at edge of the mat / jump onto it in a controlled way / Looking for two-footed take-off / controlled landing / still ending. 2) A run up and jump, as above 3) Stand at the edge of the mat / jumping and trying to turn in the air -A quarter, half, three-quarter and full turn / Looking for a controlled turn and landing. 4) A bunny jump along a bench / Looking for a controlled two-footed take-off and a good spring. (D) # Focus on their balance and then look at repetition and rhythm patterns</p>	<p>#Compose a sequence of rolls and be able to join them together in a series of moves.</p> <p>#Think about different types of rolls: 1) Log 2) One leg leading 3) Dish and hollow 4) Teddy bear 5) Curled sideways shoulder</p> <p>ONE. Teddy bear roll. Looking for stretched out wide clasping ankles. Slow movement.</p> <p>TWO. Forward roll. Looking for head tucked in and tight roll. (D) #Focus on their balance and then look at repetition, rhythm and routine in their movement patterns</p>	<p><b>#Football –</b> 1) Controlling the ball with the instep. Then pushing the ball away to create room to side-foot pass 2) Passing skills completed with accuracy, confidence and control (hot potatoes / piggy in middle / through the gates) 3) Throw in / Hold ball with two hands / Have both feet on the ground behind the line / Hold ball behind the head and then throw forward. 4) Kicking the ball out of hands 5) Dribbling with the ball using both right and left feet / perform dribbling skills with accuracy, confidence and control (traffic lights / ghosts) 6) Tackling - develop a broader range of techniques for attacking and defending (shadowing / waves) (Gy) #Look at creating different types of ways of jumping: 1) One foot to two, two feet to two, two feet to one, one foot to same one foot, one foot to other foot 2) Head up and looking forward, swing arms up for take-off</p>	<p><b>#Football –</b> 1) Controlling the ball with the instep. Then pushing the ball away to create room to side-foot pass 2) Passing skills completed with accuracy, confidence and control (hot potatoes / piggy in middle / through the gates) 3) Throw in / Hold ball with two hands / Have both feet on the ground behind the line / Hold ball behind the head and then throw forward. 4) Kicking the ball out of hands 5) Dribbling with the ball using both right and left feet / perform dribbling skills with accuracy, confidence and control (traffic lights / ghosts) 6) Tackling - develop a broader range of techniques for attacking and defending (shadowing / waves) (Gy) #Look at creating different types of ways of jumping: 1) One foot to two, two feet to two, two feet to one, one foot to same one foot, one foot to other foot 2) Head up and looking forward, swing arms up for take-off</p>
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			<p>making a controlled, clear shape in air Think about completing different movements in the air - Wide, tucked, straight, twisted (D) Children to create a sequence of movements including rolling, balancing, travelling and jumping, for example - Pencil roll</p> <ul style="list-style-type: none"> <li>•Pointed hands and toes</li> <li>•Straight arms and legs</li> <li>•Controlled rolling •Head between arms</li> </ul>	<p>making a controlled, clear shape in air Think about completing different movements in the air - Wide, tucked, straight, twisted (D) Children to create a sequence of movements including rolling, balancing, travelling and jumping, for example - Pencil roll</p> <ul style="list-style-type: none"> <li>•Pointed hands and toes</li> <li>•Straight arms and legs</li> <li>•Controlled rolling •Head between arms</li> </ul>
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<p><b>Spring 1</b></p> <p>P.E – aim to help pupils (individually or as part of a team):</p> <ul style="list-style-type: none"> <li>*Develop physical / Mental Capacity</li> </ul> <p>for sport by knowing how to prepare and recover from exercise safely and effectively</p> <ul style="list-style-type: none"> <li>*Making Informed Choices about following a healthy, active, safe lifestyle</li> <li>*Accurately Replicate a skill through practice</li> <li>*Developing Skills/Performance through repetition and practice</li> </ul>	<p>(Ga) #Game development – design / set up / run a session themselves #Tag Rugby - explanation of rules, skill development, tactics #Tag Rugby – holding, moving with the ball #Tag Rugby – Catching (give a target), passing the ball #Dodgeball - explanation of rules, skill development, tactics #Dodgeball – throwing at a moving target #Dodgeball – catching a ball #Table Tennis - explanation of rules,</p>	<p>(Ga) #Game development – design / set up / run a session themselves #Tag Rugby - explanation of rules, skill development, tactics #Tag Rugby – holding, moving with the ball #Tag Rugby – Catching (give a target), passing the ball #Tag Rugby – Catching (give a target), passing the ball #Dodgeball - explanation of rules, skill development, tactics #Dodgeball – throwing at a</p>	<p>(Ga) #Game development – design / set up / run a session themselves #Tag Rugby - explanation of rules, skill development, tactics #Tag Rugby – holding, moving with the ball #Tag Rugby – Catching (give a target), passing the ball #Tag Rugby – running with the ball, passing accurately (pop pass, long pass) #Tag Rugby – play a game, remember non-contact #Dodgeball - explanation of</p>	<p>(Ga) #Game development – design / set up / run a session themselves #Tag Rugby - explanation of rules, skill development, tactics #Tag Rugby – holding, moving with the ball #Tag Rugby – Catching (give a target), passing the ball #Tag Rugby – running with the ball, passing accurately (pop pass, long pass) #Tag Rugby – play a game, remember non-contact #Dodgeball - explanation of</p>

<p>*<b>Outwit an opponent</b> during competition using tactics / skills</p> <p>*<b>Making and Applying Decisions</b> within a game demonstrating tactics, teamwork</p> <p>*<b>Evaluating and Improving</b> by offering effective peer coaching, self-analysis on strengths and weaknesses in performance</p>	<p>skill development, tactics</p> <p><b>#Table Tennis</b> – holding the bat, hitting the ball over the net and getting a rally going (Gy)</p> <p><b>#Travelling</b></p> <p><b>#Monkey Walk</b> - Head and hips up, move opposite hand and foot at same time</p> <p>Caterpillar Walk - Keep hands still and walk feet towards hands. Then change to hands walking</p> <p>Bunny Hop - Head up, arms straight and push from feet. Lift hips in tucked shape. Reach with hands</p> <p>Crab Walk - Push on straight arms. Lift as high as possible. Have some demonstrated. Children to practise (D)</p> <p><b>#Yoga time</b></p> <p><b>#Move with ease and show control in a range of physical contexts</b></p>	<p>moving target</p> <p><b>#Dodgeball</b> – catching a ball</p> <p><b>#Table Tennis</b> - explanation of rules, skill development, tactics</p> <p><b>#Table Tennis</b> – holding the bat, hitting the ball over the net and getting a rally going (Gy)</p> <p><b>#Focus on using apparatus and travelling, balancing, controlling, pointing, tucking.</b></p> <p><b>#Complete performances, demonstrate skills (D)</b></p> <p><b>#Yoga time</b></p> <p><b>#Move with ease and show control in a range of physical contexts</b></p>	<p>rules, skill development, tactics</p> <p><b>#Dodgeball</b> – throwing at a moving target</p> <p><b>#Dodgeball</b> – catching a ball</p> <p><b>#Dodgeball</b> – throwing / catching technique developed</p> <p><b>#Table Tennis</b> – forehand, backhand shots</p> <p><b>#Table Tennis</b> – serve, smash</p> <p><b>#Table Tennis</b> – single / pairs game up to 11 / 21 (Gy)</p> <p><b>#Assess balance, stability during creativity while completing sequences of movement</b></p> <p><b>#To understand the concept of comparing / contrasting work (D)</b></p> <p><b>#Yoga time</b></p> <p><b>#Move with ease and show control in a range of physical contexts</b></p>	<p>rules, skill development, tactics</p> <p><b>#Dodgeball</b> – throwing at a moving target</p> <p><b>#Dodgeball</b> – catching a ball</p> <p><b>#Dodgeball</b> – throwing / catching technique developed</p> <p><b>#Table Tennis</b> – forehand, backhand shots</p> <p><b>#Table Tennis</b> – serve, smash</p> <p><b>#Table Tennis</b> – single / pairs game up to 11 / 21 (Gy)</p> <p><b>#Assess balance, stability during creativity while completing sequences of movement</b></p> <p><b>#To understand the concept of comparing / contrasting work (D)</b></p> <p><b>#Yoga time</b></p> <p><b>#Move with ease and show control in a range of physical contexts</b></p>
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<p><b>Spring 2</b></p> <p>P.E – aim to help pupils (individually or as part of a team):</p> <p>*<b>Develop physical / Mental</b></p>	<p>(Ga)</p> <p><b>#Team work challenges</b> – trench warfare / lava run fun activities</p> <p><b>#Handball</b> – develop catching, throwing and passing skills – rules like football but use hands instead</p>	<p>(Ga)</p> <p><b>#Team work challenges</b> – trench warfare / lava run fun activities</p> <p><b>#Handball</b> – develop catching, throwing and</p>	<p>(Ga)</p> <p><b>#Team work challenges</b> – trench warfare / lava run fun activities</p> <p><b>#Handball</b> – develop catching, throwing and passing skills – rules like football but use hands</p>	<p>(Ga)</p> <p><b>#Team work challenges</b> – trench warfare / lava run fun activities</p> <p><b>#Handball</b> – develop catching, throwing and passing skills – rules like football but use hands</p>

<p><b>Capacity</b> for sport by knowing how to prepare and recover from exercise safely and effectively</p> <p><b>*Making Informed Choices</b> about following a healthy, active, safe lifestyle</p> <p><b>*Accurately Replicate a skill</b> through practice</p> <p><b>*Developing Skills/Performance</b> through repetition and practice</p> <p><b>*Outwit an opponent</b> during competition using tactics / skills</p> <p><b>*Making and Applying Decisions</b> within a game demonstrating tactics, teamwork</p> <p><b>*Evaluating and Improving</b> by offering effective peer coaching, self-analysis on strengths and weaknesses in performance</p>	<p>and no tackling / only intercepting similar to Lacrosse</p> <p><b>#Netball</b> - explanation of rules / tactics</p> <p><b>#Netball</b> - Look at the 3 main throws, chest [finger tips not palms, making sure pass leaves and arrives at the chest.] shoulder [elbow out and on level with shoulders] bounce</p> <p><b>#Netball</b> - To be able to catch a ball while running and not move their landing foot.</p> <p>To know how to pivot after catching the ball</p> <p><b>#Netball</b> - To begin to know how to shoot a ball (Gy)</p> <p><b>#Display sequencing of movement</b> using techniques previously taught (D)</p> <p><b>#Students will work with the class or 1 to 1 with an adult to make up a dance routine.</b></p>	<p>passing skills – rules like football but use hands instead and no tackling / only intercepting similar to Lacrosse</p> <p><b>#Netball</b> - explanation of rules / tactics</p> <p><b>#Netball</b> - Look at the 3 main throws, chest [finger tips not palms, making sure pass leaves and arrives at the chest.] shoulder [elbow out and on level with shoulders] bounce</p> <p><b>#Netball</b> - To be able to catch a ball while running and not move their landing foot.</p> <p>To know how to pivot after catching the ball</p> <p><b>#Netball</b> - To begin to know how to shoot a ball (Gy)</p> <p><b>#To improve pupils ability to travel and balance effectively in sequence (D)</b></p> <p><b>#Students will work with the class or in a small group and evaluate and assess movements to improve overall routines.</b></p>	<p>instead and no tackling / only intercepting similar to Lacrosse</p> <p><b>#Handball</b> – Introduce them to these sporting terms - anticipation, possession, attack, speed, direction and controlling.</p> <p><b>#Badminton</b> - explanation of rules / skill development / tactics during games</p> <p><b>#Badminton</b> - holding the bat, hitting the ball over the net and getting a rally going</p> <p><b>#Badminton</b> – forehand, backhand shots</p> <p><b>#Badminton</b> – serve, smash</p> <p><b>#Badminton</b> – single / pairs game up to 11 / 21 (Gy)</p> <p><b>#To accurately replicate basic balances, rotational skills and movements such as rolls and jumps in a group sequence (D)</b></p> <p><b>#Students will work with a partner or in a small group and implement ideas and strategies to improve a routine</b></p>	<p>instead and no tackling / only intercepting similar to Lacrosse</p> <p><b>#Handball</b> – Introduce them to these sporting terms - anticipation, possession, attack, speed, direction and controlling.</p> <p><b>#Badminton</b> - explanation of rules / skill development / tactics during games</p> <p><b>#Badminton</b> - holding the bat, hitting the ball over the net and getting a rally going</p> <p><b>#Badminton</b> – forehand, backhand shots</p> <p><b>#Badminton</b> – serve, smash</p> <p><b>#Badminton</b> – single / pairs game up to 11 / 21 (Gy)</p> <p><b>#To accurately replicate basic balances, rotational skills and movements such as rolls and jumps in a group sequence (D)</b></p> <p><b>#Students will work with a partner or in a small group and implement ideas and strategies to improve a routine</b></p>
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<b>Games(Ga)</b> <b>Gymnastics(Gy)</b> <b>Dance (D)</b>	<u><b>Yr.3</b></u>	<u><b>Yr.4</b></u>	<u><b>Yr.5</b></u>	<u><b>Yr.6</b></u>
<p><b>Summer 1</b></p> <p>P.E – aim to help pupils (individually or as part of a team):</p> <p><b>*Develop physical / Mental Capacity</b> for sport by knowing how to prepare and recover from exercise safely and effectively</p> <p><b>*Making Informed Choices</b> about following a healthy, active, safe lifestyle</p> <p><b>*Accurately Replicate a skill</b> through practice</p> <p><b>*Developing Skills/Performance</b> through repetition and practice</p> <p><b>*Outwit an opponent</b> during competition using tactics / skills</p> <p><b>*Making and Applying Decisions</b> within a game demonstrating tactics, teamwork</p> <p><b>*Evaluating and Improving</b> by offering effective peer coaching, self-analysis on strengths and weaknesses in performance</p>	<p>(Ga)</p> <p><b>#Importance of warm ups / cool downs and stretches</b></p> <p><b>#WU</b> - Stretching muscles / walking on toes then heels / Play stuck in the mud / Swap chasers / “Tail Tag” all bringing the heart rate up.</p> <p><b>#CD</b> - Important because slowing heart rate down / Walk around slowly concentrating on breathing / Stretch out</p> <p><b>#Athletics events</b> practised – both track and field events</p> <p><b>#Track</b> – running: Starting position / Ready on ball of feet / leading foot forward / keeping their heads up so that they don’t fall over their feet / arms bent to the side / ready to help power them along not flailing to the side / bend knees / pushing from back foot onto front / swing arms to help power them forward / strong-arm movements pushing upwards / while they are running they need to keep heads straight / not to slow down before they reach the finish line but to sprint over it</p> <p><b>#Badminton</b> played – rules / skills /</p>	<p>(Ga)</p> <p><b>#Importance of warm ups / cool downs and stretches</b></p> <p><b>#WU</b> - Stretching muscles / walking on toes then heels / Play stuck in the mud / Swap chasers / “Tail Tag” all bringing the heart rate up.</p> <p><b>#CD</b> - Important because slowing heart rate down / Walk around slowly concentrating on breathing / Stretch out</p> <p><b>#Athletics events</b> practised – both track and field events</p> <p><b>#Track</b> – running: Starting position / Ready on ball of feet / leading foot forward / keeping their heads up so that they don’t fall over their feet / arms bent to the side / ready to help power them along not flailing to the side / bend knees / pushing from back foot onto front / swing arms to help power them forward / strong-arm movements pushing upwards / while</p>	<p>(Ga)</p> <p><b>#Importance of warm ups / cool downs and stretches</b></p> <p><b>#WU</b> - Stretching muscles / walking on toes then heels / Play stuck in the mud / Swap chasers / “Tail Tag” all bringing the heart rate up.</p> <p><b>#CD</b> - Important because slowing heart rate down / Walk around slowly concentrating on breathing / Stretch out</p> <p><b>#Athletics events</b> –</p> <p><b>Track:</b> 60m / 100m / 200m / 400m sprints, relay, 800m / 1500m distance running</p> <p><b>Field:</b> shot / discus / tennis ball throw / javelin - pull straight arm back and correct trajectory Long / high / triple jump – strides rather than leaps as approach</p> <p><b>#Baseball</b> – Basic rules / tactics / fielding positions</p> <p><b>#Baseball</b> – Fielding practice – catching / throwing / long barrier</p> <p><b>#Baseball</b> - Batting. Stand sideways on, two handed grips</p> <p><b>#Baseball</b> – Bowling – as with target throwing practice aiming</p>	<p>(Ga)</p> <p><b>#Importance of warm ups / cool downs and stretches</b></p> <p><b>#WU</b> - Stretching muscles / walking on toes then heels / Play stuck in the mud / Swap chasers / “Tail Tag” all bringing the heart rate up.</p> <p><b>#CD</b> - Important because slowing heart rate down / Walk around slowly concentrating on breathing / Stretch out</p> <p><b>#Athletics events</b> –</p> <p><b>Track:</b> 60m / 100m / 200m / 400m sprints, relay, 800m / 1500m distance running</p> <p><b>Field:</b> shot / discus / tennis ball throw / javelin - pull straight arm back and correct trajectory Long / high / triple jump – strides rather than leaps as approach</p> <p><b>#Baseball</b> – Basic rules / tactics / fielding positions</p> <p><b>#Baseball</b> – Fielding practice – catching / throwing / long barrier</p> <p><b>#Baseball</b> - Batting. Stand sideways on, two handed grips</p> <p><b>#Baseball</b> – Bowling – as with target throwing practice aiming</p>

	<p>game management developed  <b>#Badminton</b> - holding the bat, hitting the ball over the net and getting a rally going  <b>#Badminton</b> – forehand, backhand shots  <b>#Badminton</b> – serve, smash  <b>#Badminton</b> – single / pairs game up to 11 / 21  (Gy)  #Travelling and sequence development through a set of controlled moves  (D)  #Communicate clearly and cooperatively with others  #Pupils will express feelings, moods and ideas through dance.</p>	<p>they are running they need to keep heads straight / not to slow down before they reach the finish line but to sprint over it  <b>#Badminton</b> played – rules / skills / game management developed  <b>#Badminton</b> - holding the bat, hitting the ball over the net and getting a rally going  <b>#Badminton</b> – forehand, backhand shots  <b>#Badminton</b> – serve, smash  <b>#Badminton</b> – single / pairs game up to 11 / 21  (Gy)  #To combine and replicate a series of moves linked together including travelling techniques  (D)  #Communicate clearly and cooperatively with others  #Pupils will express feelings, moods and ideas through dance.</p>	<p>using both under arm and over arm technique  <b>#Baseball</b> – game play - take turns to throw, hit, back stop and field  <b>#Short Tennis</b> - rules / skills / game management  <b>#Short Tennis</b> - holding the racquet, hitting the ball over the net and getting a rally going  <b>#Short Tennis</b> – forehand, backhand shots, serve, smash  <b>#Short Tennis</b> – single and double games  (Gy)  #To develop an awareness of a good sequence, showing a variety of movement, control and smooth links between skills  (D)  #Communicate clearly and cooperatively with others  #Pupils will express feelings, moods and ideas through dance.</p>	<p>using both under arm and over arm technique  <b>#Baseball</b> – game play - take turns to throw, hit, back stop and field  <b>#Short Tennis</b> - rules / skills / game management  <b>#Short Tennis</b> - holding the racquet, hitting the ball over the net and getting a rally going  <b>#Short Tennis</b> – forehand, backhand shots, serve, smash  <b>#Short Tennis</b> – single and double games  (Gy)  #To develop an awareness of a good sequence, showing a variety of movement, control and smooth links between skills  (D)  #Communicate clearly and cooperatively with others  #Pupils will express feelings, moods and ideas through dance.</p>
<p><u>Games(Ga)</u>  <u>Gymnastics(Gy)</u>  <u>Dance (D)</u></p>	<p><u><b>Yr.3</b></u></p>	<p><u><b>Yr.4</b></u></p>	<p><u><b>Yr.5</b></u></p>	<p><u><b>Yr.6</b></u></p>

## Summer 2

P.E – aim to help pupils (individually or as part of a team):

**\*Develop physical / Mental Capacity**

for sport by knowing how to prepare and recover from exercise safely and effectively

**\*Making Informed Choices** about following a healthy, active, safe lifestyle

**\*Accurately Replicate a skill** through practice

**\*Developing**

**Skills/Performance** through repetition and practice

**\*Outwit an opponent** during competition using tactics / skills

**\*Making and Applying Decisions**

within a game demonstrating tactics, teamwork

**\*Evaluating and Improving** by offering effective peer coaching, self-analysis on strengths and weaknesses in performance

(Ga)

**#Athletics** – set individual / class records (time / measurements)

**#Rounders** - Basic rules / tactics / fielding positions

**#Rounders** – Fielding practice – catching / throwing / long barrier

**#Rounders** - Batting. Stand sideways on, two handed grip or one (whatever is preferred)

**#Rounders** – Bowling – as with target throwing practice aiming

using under arm technique

**#Rounders** – game play - take turns to throw, hit, back stop and field

**#Short Tennis** - rules / skills / game management

**#Short Tennis** - holding the racquet, hitting the ball over the net and getting a rally going

**#Short Tennis** – forehand, backhand shots, serve, smash

**#Short Tennis** – single and double games

**#Kwik Cricket** – explanation of game

**#Kwik Cricket** - Fielding practice – catching / throwing / long barrier

**#Kwik Cricket** - Batting. Practice the stance and grip

**#Kwik Cricket** – Bowling – how to hold the ball, complete the action,

impart spin or swing

(Ga)

**#Athletics** – set individual / class records (time / measurements)

**#Rounders** - Basic rules / tactics / fielding positions

**#Rounders** – Fielding practice – catching /

throwing / long barrier

**#Rounders** - Batting. Stand sideways on, two handed grip or one (whatever is preferred)

**#Rounders** – Bowling – as with target throwing practice aiming using under arm technique

**#Rounders** – game play - take turns to throw, hit,

back stop and field

**#Short Tennis** - rules / skills / game management

**#Short Tennis** - holding the racquet, hitting the ball over the net and getting a rally going

**#Short Tennis** – forehand, backhand shots, serve, smash

**#Short Tennis** – single and double games

**#Kwik Cricket** – explanation of game

(Ga)

**#Athletics** – set individual / class records (time / measurements)

**#Tennis** - rules / skills / game management

**#Tennis** - holding the racquet, hitting the ball over the net and getting a rally going

**#Tennis** – forehand, backhand shots, serve, smash

**#Tennis** – single and double games

**#Cricket** – rules, tactics, terminology such as stance, body position, follow through, no ball, batting order and field placement

**#Cricket** - Fielding practice – catching / throwing / long barrier

**#Cricket** - Batting. Practice the stance and grip

**#Cricket** – Bowling – how to hold the ball, complete the action, impart spin or swing

**#Cricket** – game play - take turns to bowl, bat, be wicket keeper and a fielder

(Gy)

#Link a range of skills to create simple routines for assessment

(D)

#Produce a dance routine to display to SLT

(Ga)

**#Athletics** – set individual / class records (time / measurements)

**#Tennis** - rules / skills / game management

**#Tennis** - holding the racquet, hitting the ball over the net and getting a rally going

**#Tennis** – forehand, backhand shots, serve, smash

**#Tennis** – single and double games

**#Cricket** – rules, tactics, terminology such as stance, body position, follow through, no ball, batting order and field placement

**#Cricket** - Fielding practice – catching / throwing / long barrier

**#Cricket** - Batting. Practice the stance and grip

**#Cricket** – Bowling – how to hold the ball, complete the action, impart spin or swing

**#Cricket** – game play - take turns to bowl, bat, be wicket keeper and a fielder

(Gy)

#Link a range of skills to create simple routines for assessment

(D)

#Produce a dance routine to display to SLT

	<p><b>#Kwik Cricket</b> – game play - take turns to bowl, bat, be wicket keeper and a fielder (Gy)</p> <p>#Sequence refinement and assessment in a variety of gymnastic / athletic movements (D)</p> <p>#We are learning to perform to an audience.</p> <p>#Pupil to set up warm up moves to a piece of music chosen.</p>	<p><b>#Kwik Cricket</b> - Fielding practice – catching / throwing / long barrier</p> <p><b>#Kwik Cricket</b> - Batting. Practice the stance and grip</p> <p><b>#Kwik Cricket</b> – Bowling – how to hold the ball, complete the action, impart spin or swing</p> <p><b>#Kwik Cricket</b> – game play - take turns to bowl, bat, be wicket keeper and a fielder (Gy)</p> <p>#Further extend / develop these sequencing routines (D)</p> <p>#Produce a dance routine to display to SLT</p>		
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