

PE at Manadon

Foundation Stage: Intent

In Foundation Stage the children will explore concepts and ideas that draw upon the Characteristics of Effective Learning – playing and exploring, active learning and creating and thinking critically to support the development of disciplinary thinking, knowledge building, language acquisition and the formulation of subject concepts.

Early Years Foundation Stage
EYFS Pupils should be introduced to basic concepts that they are familiar with. This usually begins with things that are personal to them and can lead them from what is already known, to exploring and discovering new things. Practitioners will use the children’s’ interests as a catalyst for their learning, skilfully taking the children on a journey from what they already know and understand to the development of new ideas and concepts.

Through observing our children as they play practitioners notice their knowledge, feelings and ideas. Practitioners can notice if they are incorporating their new learning, demonstrating vital connections between the familiar and the new. Children make sense of the world through their play; they are starting to embed attitudes and information; they explore, in numerous ways, what it means to be human. They begin to understand the concepts of past and present through their own experiences, their families’ and other people they know. They are encouraged to develop an understanding of change over time and are given opportunities to differentiate between past and present. Giving children the agency to learn through play is a priority and practitioners will ensure all aspects of ‘Understanding the World’ are covered through careful planning based on the individual needs of each cohort. The environment is critical and practitioners will ensure all aspects can be woven in through provision. This alongside skilfully scaffolded conversations and questions ensure a smooth transition from EYFS into the skills needed to be a successful historian when working within the National Curriculum.

Nursery fundamentally focus on developing gross and fine motor skills in their physical development sessions, and in every day Nursery situations. Foundation start the year by baselining children through small sessions exploring gross motor skills. From October in Foundation, The Cambridgeshire PE planning scheme is followed. This is adapted to fit the needs of the individual child. In both Nursery and Foundation there are opportunities for physical development during every day continuous provision. Opportunities open to all during continuous provision are as follows: hoops, bean bags, role play (stage and music), playdough station, castle in playground and large climbing equipment, tyres, stilts, balls and bats, footballs, trikes and bikes, skipping ropes, throwing scoops

	FS1 Progression of Learning	FS2 Progression of Learning
Development matters	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (Gross Motor Skills, Physical Development, 3-to-4-years.)	- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - 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, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - 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. - 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. (Gross Motor Skills, Physical Development, 3-to-4 years) Gross Motor Skills Early Learning Goal -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.
Characteristics of effective learning	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 ideas, and develop strategies for doing things	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 ideas, and develop strategies for doing things
Physical development sessions	Early Learning Goals: Gross Motor Skills 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.	For the first half term Foundation Stage Two children undertake activities to help understand the structure of PE and allow the teachers to Baseline their Physical Development skills (gross-motor.) These sessions include: To understand what a space is. To find a space independently. To understand what our different body parts are called and how we can move them. To explore moving with purpose. To explore throwing and catching.

Progression in Learning for PE

Fundamentals	N/A	- To understand the expectations in PE - To share the area safely and move safely around others - To develop control of movement when moving at speed - To aim a bean bag at a hoop, with a controlled swing backwards and forwards of the arm - To experiment with one handed throws and two handed catches with beanbags - To send and receive a ball by rolling - To throw and catch with increasing control - To send a ball to a partner, in a variety of ways including a bounce - To send a ball to a partner by striking it with a foot - To dribble a ball with increasing control - To practise and refine the skills of running successfully - To attempt to catch other people - Be able to turn their own body quickly to change direction - To develop the control of a balloon when moving - To practise the skill of catching successfully - To develop throwing with accuracy - To balance in a control manner - To hold their body still and with control - ABC: Agility, Balance and Co-ordination with Circuits (Recap of all skill learnt)
Dance	N/A	Baseline, Autumn dance, superhero assault course Firework dance Dinosaur dance, Chinese New Year, Balancing Pirate Dance – collaborative work Under the sea Unit One: On Parade theme - To practise and perform marching technique individually and in small groups - To march in unison, keeping in time with the music - Individually create a marching pathway - Observe and describe marching techniques Unit Two: Toys - To move in a controlled manner, at different speeds and directions, using different levels. - To replicate the actions of different toys - To mirror a partner and lead and follow - To replicate the actions of trains
Gymnastics	N/A	- To perform and repeat a standing straight shape with control - To perform, repeat and link the standing star shape and hold it for 3 counts each time - To perform and repeat a variety of different tuck shapes - To accurately identify the straight, star and tuck shapes and develop own ability to perform the fun gym shapes with control

Progression in Learning for PE

		- Remember, improve and perform a movement phrase linking balances on the floor and apparatus. - To link 2-3 fun gyms into a short movement phrase performed with control - To remember and repeat a conditioning phrase linking basic positions of stillness and extend it to show individual body movements - To link 2 on the spot whole body movements showing a clear start and finish position - To repeat travelling whole body movements on feet, then hands and feet and to negotiate benches safely whilst travelling - To create a short movement phrase by linking a travelling whole body movement to a position of stillness - To remember, repeat and extend a short movement phrase to include individual body movements showing clear start and finish positions in performance - To remember, improve and perform a short movement phrase including positions of stillness, whole and individual body movements with a clear start and finish.
Vocabulary	Now Next Later Today Tomorrow Day Week Year Family First Then Life cy	Past Future Now Later Tomorrow Today Yesterday Day Week Month Year Job Experience Event Family Place

KS1 and KS2: Intent

KS1 National Curriculum 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 KS2 National Curriculum 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 Swimming and water safety 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.						
	KS1 Progression of Learning		KS2 Progression of Learning			
Development of Physical Vocabulary	Year 1: Explore, remember, repeat, be confident, recognise space. Link, create, choose and use equipment effectively. Describe, copy, observe, know how to carry and place, know activity is good for them. Year 2: Remember, repeat, work with confidence, explore. Link, choose, vary, create, compose and perform, choose and vary ..., simple compositional ideas, simple tactics, and simple skills. Lift and move..., recognise and describe what their body feels like, watch, copy describe, use information to improve.		Year 3: Improve, consolidate, be safe, explore and use. Create and link, recognise own space, compose and perform, choose and vary simple compositional ideas, simple tactics, simple skills. Watch copy, describe, use what is learned to improve, describe short term effects of exercise, evaluate. Year 4: Develop, perform, consolidate and improve range of ideas, skills. Explore and create, use skills effectively, use rules, devise rules, tactics and compositional ideas. Make simple judgements, describe, interpret, evaluate, recognise activities that improve fitness and know effects on the body.		Year 5: Perform consistently, improvise, decide. Choose and apply compositional ideas, skills, principles of attack and defence, rules, tactics. Analyse, interpret, evaluate, suggest improvements, understand strengths and weaknesses, know basic warm ups/cool downs. Year 6: Continue to perform with fluency, accuracy and control. Choose, combine, and develop range of sequences/motifs/ tactics. Decide and develop, refine consolidate. Carry out warm ups and cool downs, understand how activity affects health. Understand strengths and weaknesses, know basic warm ups/cool downs.	
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills
Dance	Commotion in the ocean Rumble in the Jungle Weather - To create movements and phrases using action words as stimuli. - To perform action word movements and phrases with contrasting dynamics. - To observe and describe action word movements, and suggest	Great Fire of London theme - Cambridge scheme - To develop knowledge of the Great Fire of London. - To combine actions together into a short movement phrase. - To copy and develop the actions of candles and fire into a short motif. - To observe a partner and give feedback.	Solar System theme - Cambridge - To perform short movement phrases showing different shapes, contrasting dynamics and levels including travel. - To observe and evaluate movements describing the vocabulary performed. - To perform short movement phrases showing contrasting dynamics and quality of	Jive - Jumpstart Cold Spaces theme - Cambridge - To create and perform short movement phrases showing clear positions of stillness, stepping pattern and interweaving pathways. - To observe and evaluate movements describing character and quality of movement.	Space Astronauts – Jumpstart Space Gravity – Jumpstart Instead of Sun, Sea and Sand (Sun, Sea and Sand theme – Cambridge) To create and perform a range of group phrases and apply the compositional principles of question/answer and formation.	Cultural Dance – Aboriginal, Bollywood, African Jumpstart The Match theme - Cambridge - To develop and perform the actions of gesture and travel, including stepping patterns which express different characters. - To create and perform movement phrases using the compositional ideas of action/reaction, mirroring and basic contact.

Progression in Learning for PE

	ways to improve their performance. - To move in a controlled manner, at different speeds and directions, using different levels and strengths. - Be able to respond to a range of stimuli and accompaniments. - To mirror a partner and lead and follow. Weather – Cambridge scheme	- To develop the whole dance from start to end. - To develop the actions of the start and spread of the fire into combined motifs. (Magical Friendships theme) - Explore, select and link movements of penguins using stimuli. - Copy, remember and repeat a taught movement phrase. - Explore, select contrasting movements of a snowman showing changes in size, speed and dynamics. - To use a variety of different travelling actions and gestures to meet and greet a partner. - To explore and select movement phrases to show friendship and extend the dance idea of ‘magical friendships’ further. - Perform and link selected sections of the dance as a final composition showing a ‘magical friendship’ between 2 different characters. - To observe a performance and give feedback.	performance e.g. focus and extension. - To create and perform a pair/group dance using the compositional principles of unison, canon, lead and follow, meet and part. - To observe and evaluate movements describing the contrasting dynamics. Machines theme – Cambridge part 2 - To perform short movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways. - To observe and evaluate movements describing the vocabulary performed. - To create and perform movement phrases working in small groups. - To perform the complete dance sections which express movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways.	- To create and perform a duo communicating a character dance of penguins and polar bears. The Haka theme Cambridge - To develop and perform the actions of mirroring, unison and travel, including formations which express different actions in games. - To create and perform movement phrases using the compositional ideas of action/reaction (push/pull). - To create and perform movement phrases working fluently in small groups. - To develop and perform further actions which express different actions in rugby games, specifically the line-out. - To perform the complete dance sections which express the different actions in rugby and the ceremonial haka. - Give simple feedback about another groups dance.	- To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/emotions. - To evaluate performance and use the information to suggest improvements. Dance Styles - Cambridge Quickstep – Jumpstart Charleston - Jumpstart - To copy and repeat a hand jive motif. - To explore travelling actions to link developed motifs. - To explore rock n roll steps and link together into a movement phrase. - To perform partner rock n roll dance actions of jumping, spins, kicks and turns. - To perform ‘the twist’ dance movements showing different levels and directions. - To further explore movements through matching and mirroring a partner. - To copy and repeat the night fever motif. - To explore and select ‘disco’ inspired movements to create a movement phrase. - To develop movement phrases through compositional principle of canon. - To create new dance movements that reflect a given dance style from a given era. - To show an understanding of the characteristics of a given dance style from a given era. - To link at least 2 different dance styles together to perform a dance composition with a partner. - To observe and give feedback using dance terminology, including areas for development. - Use feedback to improve your performance.	- To observe and evaluate the communication of the different dance phrases. - To observe and evaluate the expression and communication of the different dance characters and use the information to improve performance. Why Bully Me theme - Cambridge - To copy and repeat a taught motif. - To explore the feelings/emotions of a person who is being bullied and create a movement phrase. - To explore different forms of bullying and develop ideas into freeze frame images. - To explore and combine different dance actions together. - Apply changes of direction, level and speed to transitions. - To use action/reaction in 2 contrasting movement phrases. - To develop the dance motif through canon, unison and other choreographic devices. - To link and perform all sections of the dance into a final composition using the dance framework. - Evaluate the work of others and yourself. Critically observe and give feedback using dance terminology. - Use multiple levels of feedback to improve performances.
Gymnastics	Jumping Jacks - Cambridge Rock and Roll – Cambridge part 2	Points of contact – Cambridge Ball, tall and wall – Cambridge part 2 Squat and Roll – Functional movement progression	Patterns and Pathways – Cambridge Hand Apparatus – Cambridge part 2	Principals of balance – Cambridge Rotation – Cambridge part 2	Pair Composition – Cambridge Press and Go - Cambridge part 2 To link different types of gymnastics actions into a matching pair sequence performed in unison.	Body Symmetry - Cambridge Group work – Cambridge part 2 To link 3 symmetrical body actions into a short movement phrase and explore ways of involving a bench

Progression in Learning for PE

	- To perform a straight jump, safely in a space, showing a safe landing position. - To perform a 2 feet to 2 feet jump from a low platform showing a safe landing position. - To perform different types of jumping actions and to link 2 jumping actions into a short movement phrase. - To perform the different types of jumping actions involving low platform apparatus in various ways. - To create, remember and repeat a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus. - To remember, improve and perform a movement phrase combining 2-3 jumping actions with another action using at least 1 piece of apparatus. - To perform 1 rocking action showing good control. - To link together 2 rocking actions showing a smooth transition using other logical additional actions. - To perform 1 rolling action showing good control and quality in rotation. - To link together 2 rolling actions showing a smooth transition using other logical additional actions. - To create, remember and repeat a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions. - To remember, improve and perform a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions.	Leap into Life - To perform a position of stillness with 2 or more contact points showing control. - To perform a position of stillness on a single contact point showing control. - Transfer weight from one position of stillness to another position of stillness showing control. - To link one position of stillness to one other action smoothly. - To create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action. - To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action. - To show a variety of ball shape actions on the floor and involving low/small apparatus. - To show a variety of tall shape actions on the floor and involving low/small apparatus. - To show a variety of wall shape actions on the floor and involving low/small apparatus. - To show ball, tall and wall shape actions covering different levels on the floor and involving apparatus. - To create a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus. - To remember, improve and perform a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus.	- To link one balance action and one travel action into a repeatable phrase. - To create an arm pattern and incorporate it within a movement phrase. - To use travel on feet actions to explore a range of pathways based on line patterns, shapes and letters. - To select a movement pattern and use it as a starting point for creating a movement phrase. - To remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm pattern. - To remember, improve and perform a travel and balance movement phrase showing a clear pathway, a movement pattern and an arm pattern. - To involve a beanbag on different levels in the performance of a conditioning phrase. - To create a short movement phrase linking gymnastics actions involving a soft ball showing changes of speed. - To create a short movement phrase linking actions involving a hoop showing changes in direction. - To create a short movement phrase linking actions involving a ribbon or juggling scarf showing changes in speed, level and direction. - To create a longer and controlled movement phrase involving an item of hand apparatus showing changes in speed, level and direction. - To remember, improve and perform a movement phrase involving an item of hand apparatus showing changes in speed, level and direction.	- To apply the Principles of Balance to make balances easier or more challenging to control. - To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances. - To link balances covering different levels and to involve a bench in the performance of balances. - To explore ways of performing balances using large apparatus and explain how this affects the Principles of Balance. - To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions. - To remember, improve and perform a movement phrase linking balances on the floor and apparatus. - To link a basic roll, turn and spin into a conditioning phrase developed to include a further rolling action and/or roll as a transitional action. - To create a short movement phrase linking a spin and/or turn to a roll showing a change of direction and movement in different directions. - To create a short movement phrase linking 2 twisting actions with other rotation/transition actions performed with control on different levels. - To create a movement phrase linking 3-4 different rotational actions showing quality of movement and variation in speed. - To remember a movement phrase linking 3-4 rotational actions and to improve it to show clarity and variations in speed, level and direction. - To remember, improve and perform the movement phrase showing control, quality and clarity and variations in speed, level and direction. - Evaluate another's performance by describing what good gymnastics	- To incorporate matching and mirroring within a pair sequence and perform it with moments of unison and canon. - To incorporate a moment of meeting and parting within a pair sequence which shows 2-4 different partner relationships. - To improve the quality of performance of a pair sequence which incorporates moments of copying and complementing. - To adapt a pair sequence to show variety in speed, level and direction and to create a new compositionally developed sequence incorporating 6-8 actions. - To remember, improve and perform a compositionally developed sequence incorporating 6-8 actions. - To select 2 press and go actions showing different shapes and perform them with clarity. - To link 2 press and go short movement phrases to create a continuously moving sequence showing variations in speed, level and direction. - To create a rebound phrase linking 3 different types of jump and show various ways of involving apparatus in the performance of rebound actions. - To involve 2 pieces of apparatus in various ways in the performance of a rebound action and 2 press and go actions showing natural transitions. - To create a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity. - To remember, improve and perform a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity. Be reflective of your own performance and suggest improvements you could make.	in the performance of those actions. - To link 3 asymmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions. - To improve the quality of a movement phrase and explore ways of involving small/low apparatus in the performance of symmetrical and asymmetrical body actions. - To link 3 actions into a pair sequence showing moments of both symmetry and a symmetry and perform those actions with a partner involving a variety of apparatus. - To create a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body actions. - To remember, improve and perform a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body actions. - To safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase. - To safely adapt pair obstacle and negotiation ideas to involve low/small apparatus in various ways. - To link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon. - To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve apparatus in various ways. - To create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas. - To remember, improve and perform a compositionally develop a group floor and apparatus sequence involving pair
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Progression in Learning for PE

			Say what you like about another’s performance.	movements they performed, using gymnastic terminology.		and group positions of stillness and obstacle and negotiation ideas. Evaluate another’s performance and give suggestions (using gymnastic terminology)to improve the performance.
Games (KS1 Fundamentals)	- To understand and remember the expectations in PE. - To share the area safely and to move safely around others. - To develop control of movements when moving at speed. - To develop rolling, aiming and throwing skills. - To develop kicking and trapping skills. - To practice and refine the skills of running successfully. - To improve the mechanics of running and introduce the side stepping action. - To practice and improve throwing and catching skills. - To be able to score a try in the end zone. - To develop the agility to change direction whilst running.	- To develop accurate rolling, throwing, bouncing and catching skills. - To develop balance and control whilst moving in different directions. - To develop simple sending and receiving games focussing on accuracy. - To observe and describe throwing, catching and striking skills and use the information gained to improve performance. - To practise and develop throwing, catching and striking skills in a small game. - To practise and perform a range of ball skills with control, focusing on dribble, kick and receive. - To recap and develop skills taught throughout the unit; lateral running/ throwing/ catching/ striking/ changing direction. - To reinforce Agility, Balance and Co-ordination skills with a focus on balancing. - To reinforce Agility, Balance and Co-ordination and focus on developing pace and speed and being agile. - To reinforce Agility, Balance and Co-ordination skills and a focus on developing ball skills into a game. - To reinforce Agility, Balance and Co-ordination skills and develop co-ordination, sending and dribbling skills.	Use a mix of Netball, Handball, Hockey, Football for Invasion Games + Tag Rugby Broaden children’s sporting experiences through short 2 week ‘experience blocks’.(Ball handling – Cambridge (Autumn) Striking games – Cambridge (Summer) - To improve accuracy and consistency of ball handling skills. - To increase the range of ball handling skills. - To improve accuracy and consistency of ball handling skills whilst travelling and bouncing the ball. - To apply a range of ball handling skills into a small-sided game. - To observe and evaluate ball handling skills focussing on effective performance within skill practices and small-sided games. - To improve accuracy and consistency of throwing, catching and rolling skills. - To practise and refine fielding techniques. - To discuss and apply basic attacking and fielding tactics in striking/fielding activities.	Use a mix of Netball, Handball, Hockey, Football for Invasion Games Broaden childrens sporting experiences through short 2/3 week ‘experience blocks’.(Tag Rugby, Squares) Ball on the ground – Cambridge (Can modify or extend to any of above sports) Extend block to cover Autumn Net games – Cambridge (Spring/Summer) Striking and Fielding – Kwik Cricket - To practise and improve accuracy and control of dribbling and passing skills. - To apply dribbling and passing skills into small-sided competitive games. - To observe and evaluate others’ work focusing on effective performance, including basic attacking play. - To practise and improve accuracy and control of racket skills. - To apply racket skills into small-sided competitive games. - To apply basic tactics which utilise/explit space in simple net games. (Optional Tag Rugby separate block– Invasion Games) - To develop ball handling skills. - To be able to pass the ball in pairs and small groups. - To develop the action of tagging a player. - To be able to dodge and use space effectively. - To use TAG belts correctly. - To run with the ball, make effective passes and keep possession of the ball.	Use a mix of Netball, Handball, Hockey, Football for Invasion Games Broaden childrens sporting experiences through short 2 week ‘experience blocks’.(Jump rope, Golf, Ultimate frisbee) Striking and Fielding - Rounders (Football SOW from Cambridge can be adapted to Handball. Autumn and Spring) - To develop control and accuracy, when passing and receiving. - To anticipate when to intercept the ball. - Be able to dribble and turn with ball under control various different situations. - To move with the ball, increasingly faster. - To develop shooting technique, developing power then accuracy. - To practise and refine the skills of passing, moving and shooting. - Develop team play of passing the ball and moving into space. - To introduce tackling. - To refine and practise the skills learnt in increasingly challenging game situations. - To complete a netball/handball competition. - To observe and evaluate others’ work focusing on effective performance, including basic attacking play. - To play effectively as part of a team. Striking Games – Rounders Summer - To improve accuracy and consistency of throwing, catching and rolling skills considering receiving fielder.	Use a mix of Netball, Handball, Hockey, Football for Invasion Games Broaden childrens sporting experiences through short 2 week ‘experience blocks’.(Striking and Fielding - Rounders Net skills – Adapt year 4 if necessary – see topic organiser. (Can use and adapt year 5 Cambridge SOW for Netball, Handball can be adapted from year 5 Football Cambridge SOW) - To practise and improve accuracy when moving with the ball showing control. - To use the correct stance and grip when using a hockey stck. - To pass and receive the ball over a short distance with control and co-ordination. - To apply shooting technique to an attacking situation. - To be able to shoot accurately whilst on the move. - To use space effectively and apply shooting technique to an attacking situation. - To apply intercepting and tackling (defending techniques) safely in a game. - To understand the basic rules. - To be able to utilise the square pass and practise moving to the wing area of the pitch. - To apply dribbling and passing skills into a small-sided competitive game. - To observe and evaluate others’ work focusing on effective performance, including basic attacking play.

Progression in Learning for PE

				- To make appropriate decisions – when to pass/score/dodge. - To shout ‘TAG’ when tage belt is pulled off. - To run with the ball, make effective backwards passes and keep possession of the ball. - To be able to score a try in the end zone. - To apply attacking/defending tactics in a game situation. - To apply TAG rugby skills to a game situation. - To complete a TAG rugby competition.	- To practise and refine fielding techniques for rounders bases(long barrier, base technique) - To discuss and apply more advanced fielding tactics in striking/fielding activities. (e.g where to field to) Netball particular– Invasion Games Depending on inter school competitions - To understand the footwork rule. - To perform ball handling skills with control and consistency within small-sided competitive game activities. - To develop spatial awareness in order to be able to move onto space to receive the ball. - To select and apply skills and attacking/defending strategies within small-sided competitive games. - To develop tactical attacking play by varying speed of movement, direction and communication. - To develop tactical defending play by using a variety of footwork techniques and introducing one to one player marking. - To develop an accurate shooting technique. - To evaluate personal preference and ability to play attacking and defending roles and use the information to improve performance.	- To play effectively as part of a team. - To complete a quick sticks competition. Striking Games – Rounders/Cricket Summer Tournament dependant - To improve accuracy and consistency of throwing, catching and rolling skills considering receiving fielder. - To practise and refine fielding techniques (long barrier, base technique) - To discuss and apply more advanced fielding tactics in striking/fielding activities. (e.g where to field to)
Athletics	KS1 Sports Day practice	KS1 Sports Day practice	- To practise and refine running, jumping and throwing techniques. - To introduce alternative throwing techniques. - To explore jumping for height. - To introduce throwing for accuracy and distance. - To explore jumping for distance using different techniques. - To participate in a multi-activity athletic event. - To judge and measure others’ performance fairly. - To record own and partner’s performance.	- To refine running, jumping and throwing techniques. - To refine throwing for accuracy and distance. - To introduce and practise the approach and take-off when jumping for distance. - To refine slinging for accuracy and distance. - To introduce the approach and take-off when combining jumps for distance. - To refine putting for accuracy and distance. - To introduce and practise the baton handover for relay running.	- To further refine running, throwing and jumping techniques. - To extend the approach when jumping for distance. - To introduce and practise sprint starts and finishing. - To refine discus throw for accuracy and distance. - To extend the approach for triple jump. - To refine hurdling over barriers. - To refine javelin throw for accuracy and distance. - To explore alternative techniques when jumping for height. - To develop team relay effectiveness. - To practise running, jumping and throwing techniques for athletic competition. - To rehearse officiating and accurate measurement for athletic competition. - To participate in a multi-activity athletic event.	- To understand and experience interval training to improve fitness for athletic competition. - To work effectively with a training partner to complete the demands of the training session. - To understand and experience circuit training to improve fitness for athletic competition. - To understand and experience long slow distance training to improve fitness for athletic competition. - To practise running, jumping and throwing techniques for athletic competition. - To rehearse officiating and accurate measurement for athletic competition. - To participate in a multi-activity athletic event.

Progression in Learning for PE

				- To participate in a multi-activity athletic event. - To judge and measure others’ performance fairly and consistently. - To record own and partner’s performance.	- To judge and measure others’ performance fairly and consistently. - To record own and partner’s performance.	- To judge and measure others’ performance fairly and consistently, then suggest improvements. - To record own and partner’s performance.
Outdoor Adventurous Activities		Introduce basic OAA and teambuilding opportunities - Be positive about trying a range of team building challenges. - To interact positively in a group to perform a range of tasks. - listen to ideas from peers	See Tri-O resources - To introduce basic orienteering skills through the utilisation of a simple map. - To interact positively to solve a range of challenges in small groups - To interact positively to perform a range of tasks. - To listen and share ideas in a cooperative manner. - To introduce keys and symbols to orientate their position with support in order to locate a control. - To reflect in partners on their approach to independent tasks by assessing their proficiency. - To use the four cardinal points of a compass and link to the concept of full, half, quarter turn to follow a route.	See Tri-O resources - To apply basic orienteering skills through the utilisation of more complex maps. - To interact positively to solve a range of challenges in a variety of group sizes and different peers - To interact positively to perform a range of tasks, using teamwork and coordination to achieve goals efficiently - To listen, share and evaluate ideas in a cooperative manner. - To interpret keys and symbols to orientate their position in order to locate a control. - To reflect on their approach to independent tasks by assessing their proficiency.	- Use the language of degrees to walk the sides of a triangle. - To operate within time constraints to navigate between control points on a large course. - To plan a quickest route to visit all controls on a large course. To use the eight cardinal points of a compass and link to the concept of full, half, quarter turn to follow a route. - Bikeability 1 week intensive course	- Barton Hall residential - To take bearings using a compass. - Use a compass to follow direction in a straight line for 30 paces. - Use a compass and a route map to follow a trail using bearing between control points. - To reflect on the challenges of walking in a straight line on a compass bearing and use feedback to improve their performance.

Additional Year 5 unit (Year 6 Top Up when necessary):

Swimming and water safety

- 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