



**SHOBNALL PRIMARY & NURSERY
SCHOOL
PHYSICAL EDUCATION PROGRAMME OF STUDY**



LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
 KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL SOCIAL EMOTIONAL THINKING** **KEY VOCABULARY**

NURSERY						
WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 1	Fundamentals Unit 1 Lesson 1	Gymnastics Unit 1 Lesson 1	Ball skills Unit 1 Lesson 1
TWO	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 2	Fundamentals Unit 1 Lesson 2	Gymnastics Unit 1 Lesson 2	Ball skills Unit 1 Lesson 2
THREE	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 3	Fundamentals Unit 1 Lesson 3	Gymnastics Unit 1 Lesson 3	Ball skills Unit 1 Lesson 3
FOUR	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 4	Fundamentals Unit 1 Lesson 4	Gymnastics Unit 1 Lesson 4	Ball skills Unit 1 Lesson 4
FIVE	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 5	Fundamentals Unit 1 Lesson 5	Gymnastics Unit 1 Lesson 5	Ball skills Unit 1 Lesson 5
SIX	Milestone 1	Milestone 1	Introduction to PE Unit 1 Lesson 6	Fundamentals Unit 1 Lesson 6	Gymnastics Unit 1 Lesson 6	Ball skills Unit 1 Lesson 6

In addition to the planning outlined, the children will also have balance bikes and Commando Joe's sessions incorporated into their timetable.

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KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
 KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

RECEPTION						
WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Milestone 1	Fundamentals Unit 2 Lesson 1	Dance Unit 1 Lesson 1	Gymnastics Unit 2 Lesson 1	Ball skills Unit 2 Lesson 1	Games Unit 1 Lesson 1
TWO	Milestone 1	Fundamentals Unit 2 Lesson 2	Dance Unit 1 Lesson 2	Gymnastics Unit 2 Lesson 2	Ball skills Unit 2 Lesson 2	Games Unit 1 Lesson 2
THREE	Milestone 1	Fundamentals Unit 2 Lesson 3	Dance Unit 1 Lesson 3	Gymnastics Unit 2 Lesson 3	Ball skills Unit 2 Lesson 3	Games Unit 1 Lesson 3
FOUR	Introduction to PE Unit 2 Lesson 1	Fundamentals Unit 2 Lesson 4	Dance Unit 1 Lesson 4	Gymnastics Unit 2 Lesson 4	Ball skills Unit 2 Lesson 4	Games Unit 1 Lesson 4
FIVE	Introduction to PE Unit 2 Lesson 2	Fundamentals Unit 2 Lesson 5	Dance Unit 1 Lesson 5	Gymnastics Unit 2 Lesson 5	Ball skills Unit 2 Lesson 5	Games Unit 1 Lesson 5
SIX	Introduction to PE Unit 2 Lesson 3	Fundamentals Unit 2 Lesson 6	Dance Unit 1 Lesson 6	Gymnastics Unit 2 Lesson 6	Ball skills Unit 2 Lesson 6	Games Unit 1 Lesson 6

In addition to the planning outlined, the children will also have balance bikes and Commando Joe's sessions incorporated into their timetable.

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 1	Autumn Term				Spring Term			Summer Term		
Topic	FUNDEMENTALS	BALL SKILLS	INVASION GAMES	NET AND WALL GAMES	DANCE	GYMNASTICS	STRIKING AND FIELDING	TARGET GAMES	ATHLETICS	FITNESS
Milestones	<p>To change direction when moving at speed.</p> <p>To run at different speeds</p> <p>To show hopping and jumping movements.</p> <p>To show balance and co-ordination when static and moving at a slow speed.</p> <p>To recognise changes in my body when I do exercise.</p> <p>To select my own actions in response to a task.</p> <p>To work co-operatively with others to complete tasks.</p>	<p>To develop dribbling a ball with your hands.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p>To understand the role of defenders and attackers.</p> <p>To recognise who to pass to and why.</p> <p>To move towards goal with the ball. To support a teammate when playing in attack.</p> <p>To move into space showing an awareness of defenders.</p> <p>To stay with a player when defending.</p>	<p>To defend space using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To explore hitting with a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>	<p>THEME: Weather To use counts of 8 to move in time and make my dance look interesting.</p> <p>THEME: Weather To explore pathways in my dance.</p> <p>THEME: Weather To create my own dance using, actions, pathways and counts.</p> <p>THEME: Pirates To explore speeds and actions in our pirate inspired dance.</p> <p>THEME: Pirates To copy, remember and repeat actions that represent the theme.</p> <p>THEME: Pirates To copy, repeat, create and perform actions that represent the theme.</p> <p>THEME: The Lost Toy To explore speeds and actions.</p> <p>THEME: The Lost Toy To use expression and create actions that relate to the story.</p> <p>THEME: The Lost Toy To use a pathway when travelling.</p> <p>THEME: On Safari To explore and copy actions in response to a theme.</p>	<p>To explore travelling movements.</p> <p>To develop and combine travelling movements.</p> <p>To develop quality when performing and linking shapes.</p> <p>To develop quality when linking shapes.</p> <p>To develop stability and control when performing balances To develop stability and control when performing balances.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To develop rolls and use them in a sequence.</p> <p>To link gymnastic actions to create a sequence.</p> <p>To develop quality in gymnastics sequences.</p>	<p>To develop underarm throwing and catching.</p> <p>To develop overarm throwing.</p> <p>To develop hitting a ball.</p> <p>To develop collecting a ball.</p> <p>To learn how to get a batter out.</p> <p>To play games and understand how to score points</p> <p>To select the correct throw for the target.</p> <p>To develop throwing for accuracy and distance.</p>	<p>To develop underarm throwing towards a target.</p> <p>To develop throwing for accuracy.</p> <p>To develop underarm and overarm throwing at a target.</p> <p>To develop throwing for accuracy and distance using underarm and overarm.</p> <p>To develop throwing for accuracy and distance.</p>	<p>To move at different speeds over varying distances.</p> <p>To develop balance.</p> <p>To develop changing direction quickly.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>	<p>To develop my understanding of how exercise can make you feel.</p> <p>To develop my understanding of how exercise can make you strong and healthy.</p> <p>To develop my understanding of how exercise relates to breathing.</p> <p>To develop my understanding of how exercise helps my brain.</p> <p>To develop my understanding of how exercise helps my muscles.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**

KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

					<p>THEME: On Safari To create my own actions for an animal.</p> <p>THEME: On Safari To explore pathways with a partner.</p>					To develop my understanding of the importance of daily exercise.
Fundamental Movement Knowledge & POP Tasks	<p>Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination.</p> <p>Social: collaboration, work safely, support others.</p> <p>Emotional: determination, self-regulation, honesty, perseverance.</p> <p>Thinking: comprehension, select and apply skills.</p>	<p>Physical: dribble with hands, roll, throw, catch, dribble with feet, track.</p> <p>Social: communication, support others, co-operation.</p> <p>Emotional: perseverance, honesty, determination.</p> <p>Thinking: exploration, make decisions, comprehension, use tactics.</p>	<p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed.</p> <p>Social: supporting others, communication, co-operation, kindness.</p> <p>Emotional: perseverance, confidence, honesty.</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply.</p>	<p>Physical: throw, catch, hit a ball, track a ball.</p> <p>Social: support others, work safely, communication, co-operation.</p> <p>Emotional: perseverance, independence, determination.</p> <p>Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision.</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: respect, work safely, collaboration, communication.</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness.</p> <p>Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall.</p>	<p>Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll.</p> <p>Social: respect, collaboration, sharing, work safely.</p> <p>Emotional: confidence, self-regulation, perseverance.</p> <p>Thinking: comprehension, select and apply action, creativity.</p>	<p>Physical: underarm throw, overarm throw, catch, track, bat.</p> <p>Social: communication, collaboration, support and encourage others, kindness.</p> <p>Emotional: manage emotions, honesty, perseverance.</p> <p>Thinking: comprehension, use tactics, select and apply, decision making.</p>	<p>Physical: underarm throw, overarm throw.</p> <p>Social: collaboration, leadership, work safely, encourage others.</p> <p>Emotional: perseverance, honesty.</p> <p>Thinking: comprehension, select and apply, creativity.</p>	<p>Physical: run, balance, agility, co-ordination, hop, jump, leap, throw.</p> <p>Social: work safely, collaboration.</p> <p>Emotional: perseverance, independence, honesty, determination.</p> <p>Thinking: reflection, comprehension, select and apply skills.</p>	<p>Physical: run, jump, co-ordination, stamina, strength, agility, balance.</p> <p>Social: communication, co-operation, support, work safely, kindness.</p> <p>Emotional: kindness, perseverance, honesty, independence, determination.</p> <p>Thinking: comprehension, creativity, problem solving, reflection, feedback.</p>
Knowledge Webs & POP Tasks	<p>To explore balance, stability and landing safely.</p> <p>To explore how the body moves differently when running</p>	<p>To start beginning to catch with two hands.</p> <p>To start beginning to dribble a ball with my hands and feet.</p>	<p>To start beginning to dribble a ball with hands and feet.</p> <p>To change direction to move away</p>	<p>To hit a ball using a racket.</p> <p>To throw a ball to land over the net and into the court area.</p>	<p>To start beginning to use counts.</p> <p>To copy, remember and repeat actions.</p> <p>To move confidently and safely.</p> <p>To use different parts of the body in isolation and together.</p>	<p>To be confident to perform in front of others.</p> <p>To link simple actions together to create a sequence.</p> <p>To make the body tense, relaxed, stretched, and curled.</p>	<p>To catch a beanbag and a medium-sized ball.</p> <p>To hit a ball using my hand.</p>	<p>To recognise changes in my body when I do exercise.</p> <p>To use an overarm throw aiming</p>	<p>To throw towards a target.</p> <p>To show balance and co-ordination when changing direction.</p>	<p>To improve my understanding of exercise, recognise changes in the body when I engage in</p>

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KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	<p>at different speeds.</p> <p>To explore changing direction and dodging.</p> <p>To explore jumping, hopping and skipping actions.</p> <p>To explore co-ordination and combination jumps.</p> <p>To explore combination jumping and skipping in an individual rope.</p>	<p>To start beginning to understand simple tactics.</p> <p>To roll and throw with some accuracy towards a target.</p> <p>To say when someone was successful.</p> <p>To track a ball that is coming towards me.</p> <p>To work co-operatively with a partner.</p>	<p>from a defender.</p> <p>To recognise space when playing games.</p> <p>To send and receive a ball with hands and feet.</p> <p>To use simple rules to play fairly.</p> <p>To move to stay with another player when defending.</p> <p>To recognise changes in my body when I do exercise.</p> <p>To understand when you are a defender and when you are an attacker.</p>	<p>To track balls and other equipment sent to me.</p> <p>To use a ready position to move to the ball.</p> <p>To know how to score points.</p> <p>To recognise changes in my body when I do exercise.</p> <p>To show honesty and fair play when playing against an opponent.</p>	<p>To work with others to share ideas and select actions.</p> <p>To choose appropriate movements for different dance ideas.</p> <p>To say what I liked about someone else's performance.</p> <p>To show some sense of dynamic and expressive qualities in my dance.</p>	<p>To recognise changes in my body when I do exercise.</p> <p>To remember and repeat actions and shapes.</p> <p>To say what I liked about someone else's performance.</p> <p>To use the apparatus safely and wait for your turn.</p>	<p>To roll a ball towards a target.</p> <p>To track a ball that is coming towards me.</p> <p>To know how to score points.</p> <p>To understand the rules and start beginning to use these to play honestly and fairly.</p> <p>To understand when you are successful</p>	<p>towards a target.</p> <p>To throw with some accuracy over increasing distances.</p> <p>To use an underarm throw aiming towards a target.</p> <p>To work co-operatively with a partner.</p> <p>To understand what good technique looks like.</p>	<p>To start developing overarm throwing.</p> <p>To recognise changes in my body when you do exercise.</p> <p>To run at different speeds.</p> <p>To work with others and make safe choices.</p> <p>To try your best.</p> <p>To understand the difference between a jump, a leap and a hop and can choose which allows you to jump the furthest.</p>	<p>physical activity.</p> <p>To enhance communication, share my ideas with others in the class.</p> <p>To deepen knowledge, discuss the effects of exercise on my body.</p> <p>To improve self-awareness recognise how exercise makes me feel.</p> <p>To develop resilience, try your best in the challenges set.</p> <p>To ensure safety and performance, understand why it is important to warm up before exercise.</p>
Vocabulary	balance jump hop run speed	catch control dribble ready position roll	attacker defender dodge goal	net partner point racket	action balance beat copy	action balance control direction	batter batting bowl bowler fielder fielding	balance distance further overarm point	balance bend control direction further hop	active bones brain breathing calm exercise

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	agility dodge skip co-ordination bend direction dodge fast hop	safely score space soft swing track underarm	marking points score space	ready position score track underarm	counts direction fast level pathway pose quickly slow slowly timing	duo level points poll shape speed squeeze star straight travel	hit out ready position track underarm overarm	score swing throw underarm	jog jump leap overarm quickly safely target time underarm walk	fast healthy heart memory mood muscles quick safe strong
Suggested Trips / Enrichment					Bhangra dancing				KS1 athletics tournament	

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YEAR ONE LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Fundamentals Lesson 1	Ball skills Lesson 1	Dance Lesson 1	Gymnastics Lesson 1	Invasion games Lesson 1	Athletics Lesson 1
	Fundamentals Lesson 1	Ball skills Lesson 1	Dance Lesson 1	Gymnastics Lesson 1	Invasion games Lesson 1	Athletics Lesson 1
TWO	Fundamentals Lesson 2	Ball skills Lesson 2	Dance Lesson 2	Gymnastics Lesson 2	Invasion games Lesson 2	Athletics Lesson 2
	Fundamentals Lesson 2	Ball skills Lesson 2	Dance Lesson 2	Gymnastics Lesson 2	Invasion games Lesson 2	Athletics Lesson 2
THREE	Fundamentals Lesson 3	Ball skills Lesson 3	Dance Lesson 3	Gymnastics Lesson 3	Invasion games Lesson 3	Athletics Lesson 3
	Fundamentals Lesson 3	Ball skills Lesson 3	Dance Lesson 3	Gymnastics Lesson 3	Invasion games Lesson 3	Athletics Lesson 3
FOUR	Fundamentals Lesson 4	Ball skills Lesson 4	Dance Lesson 4	Gymnastics Lesson 4	Invasion games Lesson 4	Athletics Lesson 4
	Fundamentals Lesson 4	Ball skills Lesson 4	Dance Lesson 4	Gymnastics Lesson 4	Invasion games Lesson 4	Athletics Lesson 4
FIVE	Fundamentals Lesson 5	Ball skills Lesson 5	Dance Lesson 5	Gymnastics Lesson 5	Invasion games Lesson 5	Athletics Lesson 5
	Fundamentals Lesson 5	Ball skills Lesson 5	Dance Lesson 5	Gymnastics Lesson 5	Invasion games Lesson 5	Athletics Lesson 5
SIX	Fundamentals Lesson 6	Ball skills Lesson 6	Dance Lesson 6	Gymnastics Lesson 6	Invasion games Lesson 6	Athletics Lesson 6
	Fundamentals Lesson 6	Ball skills Lesson 6	Dance Lesson 6	Gymnastics Lesson 6	Invasion games Lesson 6	Athletics Lesson 6

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KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 2	Autumn Term				Spring Term			Summer Term			
Topic	FUNDEMENTALS	BALL SKILLS	INVASION GAMES	NET AND WALL GAMES	DANCE	GYMNASTICS	STRIKING AND FIELDING	TARGET GAMES	ATHLETICS	FITNESS	
Milestones	<p>To explore how the body moves when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop balance, stability and landing safely.</p> <p>To explore and develop jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p>	<p>To develop rolling a ball to hit a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p> <p>To develop throwing and catching.</p> <p>To develop dribbling a ball with your hands.</p>	<p>To understand what being in possession means and support a teammate to do this.</p> <p>To understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p>To understand that stopping goals is a defending skill and explore ways to do this.</p> <p>To explore how to gain possession.</p> <p>To mark an opponent and understand that this is a defending skill.</p> <p>To apply simple tactics for attacking</p>	<p>To use the ready position to defend space on court.</p> <p>To develop returning a ball with hands.</p> <p>To play against a partner.</p> <p>To develop racket skills and use them to return a ball</p> <p>To develop returning a ball using a racket.</p> <p>To play against an opponent using a racket.</p>	<p>THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.</p> <p>THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.</p> <p>THEME: Secret Garden Use counts of 8 to help you stay in time with the music.</p> <p>THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>THEME: The Circus To explore pathways and levels.</p> <p>THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p> <p>THEME: The Rainforest To copy, repeat and create actions in response to a stimulus.</p> <p>THEME: The Rainforest To copy, create and perform actions considering dynamics.</p> <p>THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.</p>	<p>To perform gymnastic shapes and link them together.</p> <p>To perform gymnastics shapes with control and link them together.</p> <p>To use shapes to create balances.</p> <p>To use shapes to create balances.</p> <p>To link travelling actions and balances using apparatus.</p> <p>To develop travelling actions and balances using apparatus</p> <p>To demonstrate different shapes, take off and landing when performing jumps.</p> <p>To develop different shapes, take offs and landings when performing jumps.</p> <p>To develop rolling and sequence building.</p> <p>To refine rolling and sequence building.</p> <p>To create a sequence using apparatus.</p> <p>To create a sequence using apparatus</p>	<p>To track a rolling ball and collect it.</p> <p>To develop underarm throwing and catching to field a ball.</p> <p>To develop overarm throwing to limit a batter's score.</p> <p>To develop hitting for distance to score more points.</p> <p>To be able to get a batter out.</p> <p>To understand the rules of the game and use these to play fairly.</p>	<p>To consider how much power to apply when aiming at a target.</p> <p>To understand how to score using overarm and underarm throwing.</p> <p>To develop striking to a target.</p> <p>To develop hitting a moving target.</p> <p>To select and apply the appropriate skill to the target game.</p> <p>To show an improvement in my personal best.</p>	<p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To select and apply knowledge and technique in an athletics carousel.</p>	<p>To learn how to run for a long time.</p> <p>To develop jumping in a long rope using timing.</p> <p>To develop co-ordination in individual skipping.</p> <p>To develop stamina and change of direction.</p> <p>To explore exercises to develop strength.</p> <p>To develop agility, balance and co-ordination.</p>	

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

			and defending.		<p>THEME: Jack Frost To copy, repeat and create movement patterns in response to the theme.</p> <p>THEME: Jack Frost To create and perform using unison, mirroring and matching with a partner.</p> <p>THEME: Jack Frost To remember and repeat actions and dance as a group.</p>					
Fundamental Movement Knowledge & POP Tasks	<p>Physical: run, speed, agility, dodge, balance, jump, hop, skip.</p> <p>Social: collaboration, respect, take turns, communication, encourage others.</p> <p>Emotional: determination, honesty, perseverance.</p> <p>Thinking: comprehension, make decisions, creativity, use tactics, recall.</p>	<p>Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands.</p> <p>Social: inclusion, communication, collaboration, leadership.</p> <p>Emotional: independence, honesty, perseverance, determination.</p> <p>Thinking: comprehension, select and apply skills, use tactics.</p>	<p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed.</p> <p>Social: communication, kindness, support others, co-operation, respect, collaborate.</p> <p>Emotional: empathy, perseverance, honesty, integrity, independence.</p> <p>Thinking: creativity, select and apply, comprehension, problem solving,</p>	<p>Physical: throw, catch, hit, track.</p> <p>Social: co-operation, respect, support others.</p> <p>Emotional: perseverance, honesty.</p> <p>Thinking: select and apply, reflection, decision making, comprehension.</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: respect, collaboration, work safely, communication.</p> <p>Emotional: independence, confidence, perseverance, determination.</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity.</p>	<p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll.</p> <p>Social: leadership, work safely, respect.</p> <p>Emotional: confidence, independence.</p> <p>Thinking: select and apply actions, creativity.</p>	<p>Physical: underarm throw, overarm throw, catch, track, bowl, bat.</p> <p>Social: communication, encourage others, collaboration.</p> <p>Emotional: honesty, perseverance, determination, acceptance.</p> <p>Thinking: use tactics, comprehension, select and apply, decision making.</p>	<p>Physical: roll, overarm throw, underarm throw, strike, dodge, jump.</p> <p>Social: congratulate, support others, co-operation, kindness.</p> <p>Emotional: manage emotions, honesty.</p> <p>Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making.</p>	<p>Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy.</p> <p>Social: communication, work safely, support others.</p> <p>Emotional: determination, independence.</p> <p>Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills.</p>	<p>Physical: run, stamina, skip, coordination, agility, strength, balance.</p> <p>Social: encourage others, communication.</p> <p>Emotional: determination, perseverance.</p> <p>Thinking: comprehension, identify strengths and areas for improvement.</p>

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			provide feedback.							
	<p>To improve performance, feedback is beginning to be provided using key words.</p> <p>To develop skipping skills, turning and jumping with an individual skipping rope is being practiced.</p> <p>To understand the body's response to exercise, the feeling during physical activity is described.</p> <p>To enhance movement control, balance is shown when changing direction.</p> <p>To refine motor skills, hopping, skipping, and jumping movements are performed with some</p>	<p>To support improvement, feedback is beginning to be provided using key words.</p> <p>To enhance game understanding, simple tactics are being learned and applied.</p> <p>To develop ball control, dribbling with both hands and feet is done with some control.</p> <p>To improve accuracy, rolling and throwing a ball to hit a target is practiced.</p> <p>To strengthen passing and receiving skills, both kicking and throwing, as well as catching, are used.</p> <p>To improve ball tracking,</p>	<p>To understand physical exertion, the feeling of the body during Exercise is described.</p> <p>To enhance gameplay, dodging and finding space away from the other team are practiced.</p> <p>To improve offensive skills, moving with the ball towards the goal is developed.</p> <p>To refine ball control, dribbling with both hands and feet is practiced occasionally.</p> <p>To improve defensive skills, staying with an opponent to try and win the ball is worked on.</p> <p>To understand</p>	<p>To improve defence, space on the court is defended using the ready position.</p> <p>To understand physical exertion, the feeling of the body during exercise is described.</p> <p>To enhance technical skills, hitting a ball over the net and into the court area is practiced.</p> <p>To strengthen teamwork, accurate throwing to a partner is developed.</p> <p>To improve strategic play, simple tactics are used to make it difficult for an opponent.</p> <p>To understand</p>	<p>To support improvement, feedback is beginning to be provided using key words.</p> <p>To develop dance skills, copying, remembering, repeating, and creating dance phrases is practiced.</p> <p>To understand physical exertion, the feeling of the body during exercise is described.</p> <p>To enhance expressiveness, character and ideas are conveyed through chosen actions and dynamics.</p> <p>To maintain rhythm, counts are used to stay in time with the music.</p> <p>To improve teamwork, mirroring and unison are used when working with a partner.</p> <p>To boost performance, confidence is shown during dance presentations.</p>	<p>To support improvement, feedback is beginning to be provided using key words.</p> <p>To build confidence, pride is taken in work, and performance in front of others is done with confidence.</p> <p>To enhance gymnastic skills, basic actions are performed with some control and balance.</p> <p>To improve sequencing, simple actions are planned and repeated.</p> <p>To add variety, directions and levels are used to make the work more interesting.</p> <p>To refine movement, shapes are incorporated when performing other skills.</p> <p>To ensure safety, work is done safely with others and apparatus.</p>	<p>To support improvement, feedback is beginning to be provided using key words.</p> <p>To enhance throwing skills, underarm and overarm throwing are being developed.</p> <p>To improve ball control, hitting a ball using equipment is done with some consistency.</p> <p>To refine ball handling, tracking and collecting a ball are practiced.</p> <p>To strategise, simple tactics are applied.</p> <p>To understand the game, the rules of scoring points are</p>	<p>To enhance decision-making, the appropriate skill for the situation can be selected.</p> <p>To improve accuracy, throwing, rolling, or striking a ball to a target is done with some success.</p> <p>To foster teamwork, cooperative work with a partner and small group is practiced.</p> <p>To understand game mechanics, the principles of a target game are understood, and different scoring systems are applied when playing.</p> <p>To refine technique, a clear understanding of what</p>	<p>To support improvement, the ability to describe how the body feels during exercise is developed</p> <p>To refine technique, good technique is identified and applied.</p> <p>To enhance jumping skills, control is shown when jumping and landing.</p> <p>To improve throwing for distance, an overarm throw is used effectively.</p> <p>To foster teamwork, cooperation is practiced by taking turns and sharing ideas with others.</p> <p>To improve coordination, balance and coordination are</p>	<p>To improve self-awareness describe how your body feels during exercise.</p> <p>To enhance movement skills, demonstrate hopping and jumping with some balance and control.</p> <p>To develop resilience, persevere when faced with new challenges</p> <p>To build endurance, show determination to continue working over a longer period of time.</p> <p>To improve pacing, understand that running at a slower speed helps me maintain stamina for a</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	<p>balance and control.</p> <p>To foster teamwork, cooperation is demonstrated when working with a partner or small group.</p> <p>To improve running skills, balance and coordination are maintained when running at different speeds.</p>	<p>efforts are made to track and collect the ball.</p> <p>To foster teamwork, cooperation is demonstrated when working with a partner or small group.</p>	<p>the game, the rules of scoring points are known and the score is remembered.</p> <p>To promote teamwork, the players on the team are recognised and attempts are made to pass the ball to them.</p>	<p>the game, the rules of scoring points are known and the score is remembered.</p> <p>To promote positive play, good sportsmanship is shown when playing against an opponent.</p>			<p>known and the score is remembered.</p> <p>To promote fair play, the rules of the game are understood and used to play fairly in a small group.</p>	<p>good technique looks like is developed, and key words are used when providing feedback.</p>	<p>demonstrated when running at different speeds.</p> <p>To build resilience, the best effort is consistently put forward.</p>	<p>longer duration.</p> <p>To foster teamwork, collaborate with others to turn the rope and encourage others to jump at the right time.</p>
Vocabulary	<p>Balance dodge hop hurdle jump land run skip speed sprint swing take-off weight</p>	<p>bounce catch collect control dribble kick prepare receive release roll target touch underarm</p>	<p>attack defend defender goalkeeper mark opponent possession receive send score shot tactic teammate</p>	<p>against defend partner point quickly ready position receive return trap</p>	<p>action counts create direction dynamics expression level matching mirroring pathway perform timing unison</p>	<p>balance direction level link pathway pike roll sequence shape speed star straddle tuck</p>	<p>backstop batter batting bowler collect fielder fielding hit out rules runs stump tactics teammate track</p>	<p>accurate ahead aim opponent overarm release strike target teammate underarm</p>	<p>aim distance far fast height jog jump landing overarm sprint take off target throw</p>	<p>bend breath exercise jog jump land speed sprint steady strong time tired</p>
Suggested Trips / Enrichment					<p><u>John Taylor</u></p> <p>Bhangra dancing</p>				<p><u>John Taylor</u></p> <p>KS1 athletics tournament</p>	

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
 KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

YEAR TWO LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Fundamentals Lesson 1	Ball skills Lesson 1	Dance Lesson 1	Gymnastics Lesson 1	Invasion games Lesson 1	Athletics Lesson 1
	Fundamentals Lesson 1	Ball skills Lesson 1	Dance Lesson 1	Gymnastics Lesson 1	Invasion games Lesson 1	Athletics Lesson 1
TWO	Fundamentals Lesson 2	Ball skills Lesson 2	Dance Lesson 2	Gymnastics Lesson 2	Invasion games Lesson 2	Athletics Lesson 2
	Fundamentals Lesson 2	Ball skills Lesson 2	Dance Lesson 2	Gymnastics Lesson 2	Invasion games Lesson 2	Athletics Lesson 2
THREE	Fundamentals Lesson 3	Ball skills Lesson 3	Dance Lesson 3	Gymnastics Lesson 3	Invasion games Lesson 3	Athletics Lesson 3
	Fundamentals Lesson 3	Ball skills Lesson 3	Dance Lesson 3	Gymnastics Lesson 3	Invasion games Lesson 3	Athletics Lesson 3
FOUR	Fundamentals Lesson 4	Ball skills Lesson 4	Dance Lesson 4	Gymnastics Lesson 4	Invasion games Lesson 4	Athletics Lesson 4
	Fundamentals Lesson 4	Ball skills Lesson 4	Dance Lesson 4	Gymnastics Lesson 4	Invasion games Lesson 4	Athletics Lesson 4
FIVE	Fundamentals Lesson 5	Ball skills Lesson 5	Dance Lesson 5	Gymnastics Lesson 5	Invasion games Lesson 5	Athletics Lesson 5
	Fundamentals Lesson 5	Ball skills Lesson 5	Dance Lesson 5	Gymnastics Lesson 5	Invasion games Lesson 5	Athletics Lesson 5
SIX	Fundamentals Lesson 6	Ball skills Lesson 6	Dance Lesson 6	Gymnastics Lesson 6	Invasion games Lesson 6	Athletics Lesson 6
	Fundamentals Lesson 6	Ball skills Lesson 6	Dance Lesson 6	Gymnastics Lesson 6	Invasion games Lesson 6	Athletics Lesson 6

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 3	Autumn Term				Spring Term			Summer Term		
Topic	HOCKEY	OAA	FOOTBALL	NETBALL	DANCE	GYMNASTICS	CRICKET	TENNIS	ATHLETICS	ROUNDERS
Milestones	<p>To send and receive with some control.</p> <p>To move safely and with control when dribbling.</p> <p>To develop decision making in attack.</p> <p>To understand the role of a defender.</p> <p>To apply tactics to small sided games.</p> <p>To apply rules, skills and tactics to play in a tournament.</p>	<p>To develop co-operation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members to work towards a shared goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects, draw and follow a simple map.</p> <p>To draw a route using directions, orientate a map and navigate around a grid</p>	<p>To understand the role of an attacker when in possession.</p> <p>To develop movement skills to lose a defender and move into space.</p> <p>To understand that scoring goals is an attacking skill and learn how to do this.</p> <p>To understand the role of a defender.</p> <p>To apply tactics to small sided games.</p> <p>To apply skills and knowledge to play games using football rules.</p>	<p>To understand the role of an attacker when in possession.</p> <p>To develop movement skills to lose a defender.</p> <p>To understand that scoring goals is an attacking skill and learn how to do this.</p> <p>To understand the role of defender.</p> <p>To remember that intercepting is a defending skill and explore ways to do this.</p> <p>To apply skills and knowledge to play games using netball rules.</p>	<p>THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p> <p>THEME: Machines To create actions to move in contact with a partner or interact with a partner.</p> <p>THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.</p> <p>THEME: A Trip to... To remember, repeat and create actions to represent an idea.</p> <p>THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>THEME: A Trip to... To use choreographing ideas to develop our dance.</p> <p>THEME: Country and Western To use straight pathways and clear changes in direction in a line dance.</p> <p>THEME: Country and Western To use canon and unison to make our line dance look interesting.</p>	<p>To able to create interesting point and patch balances.</p> <p>To develop point and patch balances on apparatus.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop stepping into shape jumps using apparatus.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To include rolls in sequence work using apparatus.</p> <p>To include rolls in sequence work using apparatus.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To be able to transition smoothly in and out of balances using apparatus.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a sequence on apparatus using matching and contrasting.</p> <p>To create a partner sequence using the skills I have learnt and including a hoop.</p>	<p>To learn how to score in a striking and fielding game.</p> <p>To develop batting to score points.</p> <p>To develop fielding skills to limit the batter's score.</p> <p>To understand the role of a bowler.</p> <p>To develop my understanding of tactics and begin to use them.</p> <p>To apply skills and knowledge to play games using cricket rules.</p>	<p>To develop racket and ball control.</p> <p>To explore rallying using a forehand.</p> <p>To explore returning the ball using a forehand.</p> <p>To explore returning the ball using a backhand.</p> <p>To learn how to score and use simple rules.</p> <p>To work co-operatively with others to begin to manage a game.</p>	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover technique in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>	<p>To learn how to score points in a striking and fielding game.</p> <p>To develop batting to score points.</p> <p>To develop fielding skills to limit the batter's score.</p> <p>To understand the role of a bowler in the fielding team.</p> <p>To develop an understanding of tactics and begin to use them in game situations.</p> <p>To apply skills and knowledge to play games using rounders rules.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

					<p>THEME: Country and Western To use formations, canon and unison to make our line dance look interesting.</p> <p>THEME: Superpowers To remember, repeat and create actions around a theme.</p> <p>THEME: Superpowers To understand and use formations.</p> <p>THEME: Superpowers To structure a dance to represent a theme.</p>	To create a partner sequence using the skills that I have learnt and apparatus.				
Fundamental Movement Knowledge & POP Tasks	<p>Physical: run, dribble, pass, receive, intercept, shoot.</p> <p>Social: communication, collaboration, work safely, respect, co-operation.</p> <p>Emotional: honesty, perseverance, determination, support others.</p> <p>Thinking: decision making, select and apply, comprehension,</p>	<p>Physical: balance, coordination, run at speed, run over distance.</p> <p>Social: communication, co-operation, inclusion, collaborate.</p> <p>Emotional: determination, trust, confidence, honesty.</p> <p>Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply.</p>	<p>Physical: run, dribble, pass, receive, track.</p> <p>Social: cooperation, communication, respect, listening.</p> <p>Emotional: determination, honesty, fairness, persevere.</p> <p>Thinking: make decisions, comprehension, select and apply skills, tactics.</p>	<p>Physical: run, throw, catch, change direction, change speed, shoot.</p> <p>Social: communication, collaboration, sporting behaviour.</p> <p>Emotional: honesty, perseverance, confidence.</p> <p>Thinking: select and apply skills, apply tactics, observation, apply rules.</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: share ideas, respect, collaboration, inclusion, leadership, work safely.</p> <p>Emotional: confidence, acceptance, sensitivity, perseverance.</p> <p>Thinking: select and apply actions, creativity, observe and provide feedback.</p>	<p>Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll.</p> <p>Social: work safely, collaboration, supportive.</p> <p>Emotional: perseverance, confidence, independence.</p> <p>Thinking: observe and provide feedback, creativity, select and apply skills.</p>	<p>Physical: underarm and overarm throwing, underarm bowling, batting, catching.</p> <p>Social: communication, support, collaboration, respect.</p> <p>Emotional: honesty, perseverance, determination.</p> <p>Thinking: select and apply skills and tactics, make decisions.</p>	<p>Physical: forehand, backhand, throwing, catching, rallying.</p> <p>Social: cooperation, collaboration, respect, support and encourage others.</p> <p>Emotional: honesty, perseverance.</p> <p>Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection.</p>	<p>Physical: sprint, jump for distance, push throw, pull throw.</p> <p>Social: collaborate, work safely.</p> <p>Emotional: determination, perseverance.</p> <p>Thinking: observe and provide feedback, comprehension, explore technique.</p>	<p>Physical: underarm and overarm throw, catch, bowl, track, field and retrieve a ball, bat.</p> <p>Social: communication, collaboration, co-operation, respect.</p> <p>Emotional: honesty, confidence, determination.</p> <p>Thinking: comprehension, tactics, rules.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	identifying strengths and areas for development, reflection.									
Knowledge Webs & POP Tasks	<p>To enhance performance, simple tactics are beginning to be used effectively. To ensure fair play, the rules of the game are being learned and applied honestly.</p> <p>To demonstrate skill, dribbling, passing, receiving, and shooting the ball are done with some control.</p> <p>To support the team, space is found away from others and near the goal.</p> <p>To foster improvement, feedback is</p>	<p>To improve performance, map reading skills are being developed.</p> <p>To follow directions, instructions are followed accurately, and the ability to give clear instructions is demonstrated.</p> <p>To foster teamwork, listening to and accepting others' ideas is practiced.</p> <p>To solve problems, strategies are planned and attempted with an understanding</p>	<p>To enhance performance, simple tactics are being introduced and used.</p> <p>To ensure fair play, the rules of the game are being learned and applied honestly.</p> <p>To demonstrate skill, dribbling, passing, receiving, and shooting the ball are done with some control.</p> <p>To support the team, space is found both away from others and near the goal.</p> <p>To foster improvement</p>	<p>To enhance performance, simple tactics are beginning to be used effectively.</p> <p>To ensure fair play, the rules of the game are being learned and applied honestly.</p> <p>To support the team, communication is used, and movement into space is made to assist them.</p> <p>To strengthen defence, an opponent is defended against, and efforts are made to win the ball.</p>	<p>To foster a positive environment, respect is shown to others when watching their performances.</p> <p>To support improvement, feedback is provided using key words.</p> <p>To demonstrate skill, dance phrases are repeated, remembered, and performed accurately.</p> <p>To maintain synchronization, counts are used to stay in time with a partner and group.</p> <p>To enhance creativity, dynamic and expressive qualities are used in relation to an idea.</p> <p>To encourage collaboration, ideas are shared when working with a partner or small group.</p> <p>To communicate effectively, short dance phrases are created that convey the intended idea.</p>	<p>To enhance performance, sequences are adapted to suit different types of apparatus.</p> <p>To ensure smooth transitions, actions are chosen that flow well into one another.</p> <p>To improve skill, actions are completed with increasing balance and control.</p> <p>To support improvement, feedback is provided using key words.</p> <p>To strengthen teamwork, matching and contrasting actions are used in a partner sequence.</p> <p>To foster creativity, a greater number of personal movement ideas are used in response to a task.</p> <p>With guidance, the ability to recognise how performances can be improved is developed.</p>	<p>To improve performance, the ability to bowl a ball towards a target is developed.</p> <p>To demonstrate adaptability, striking a bowled ball after a bounce is beginning to be mastered.</p> <p>To enhance strategic play, an understanding of tactics is developing and is being applied in game situations.</p> <p>To ensure fair play, the rules of the game are being learned and used honestly.</p>	<p>To ensure fair play, the rules of the game are being learned and applied.</p> <p>To support improvement, feedback is provided using key words.</p> <p>To demonstrate skill, the ability to return a ball to a partner is developed.</p> <p>To enhance gameplay, basic racket skills are used effectively.</p> <p>To understand the game, the aim of the game is clear.</p>	<p>To improve performance, jumping for distance is being developed.</p> <p>To track progress, success is identified and reflected upon.</p> <p>To participate in a relay activity, timing and actions are remembered and executed.</p> <p>To enhance throwing skills, different actions are used to improve accuracy and distance.</p> <p>To refine technique, various take-off and</p>	<p>To improve performance, the ability to bowl a ball towards a target is developed.</p> <p>To demonstrate adaptability, striking a bowled ball is beginning to be mastered.</p> <p>To enhance strategic play, an understanding of tactics is developing and is starting to be applied in game situations.</p> <p>To ensure fair play, the rules of the game are being learned and used.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**

KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

	<p>provided using key words.</p> <p>To strengthen defence, an opponent is tracked to slow them down.</p> <p>To contribute effectively, the roles as both an attacker and defender are understood.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>	<p>g of the process.</p> <p>To enhance growth, reflection is done on when and why success was achieved in solving challenges, with an increasing understanding of the reasoning.</p> <p>To encourage success, collaboration is used effectively when working with a partner or small group.</p>	<p>, feedback is given using key words.</p> <p>To strengthen defence, an opponent is tracked to slow them down.</p> <p>To contribute effectively, the roles as both an attacker and a defender are understood.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>	<p>To demonstrate skill, passing, receiving, and shooting the ball are done with some control.</p> <p>To foster improvement, feedback is provided using key words.</p> <p>To contribute effectively, the roles as both an attacker and a defender are understood.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>			<p>To foster skill development, perseverance is shown when learning new skills.</p> <p>To support growth, feedback is provided using key words.</p> <p>To strengthen skills, overarm and underarm throwing, and catching are practiced.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>	<p>To promote health, the benefits of exercise are recognised.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>	<p>landing methods are applied when jumping.</p> <p>To improve sprinting, key points are used to enhance technique.</p> <p>To foster collaboration, ideas are shared when working with a partner or small group.</p> <p>To achieve personal growth, determination is shown to reach personal bests.</p>	<p>To support improvement, feedback is provided using key words.</p> <p>To strengthen skills, overarm and underarm throwing, and catching techniques are practiced.</p> <p>To ensure smooth gameplay, cooperation is used with the group to self-manage games.</p>		
Vocabulary	<p>Accurate attack attacker control decision defender defend dribble intercept invasion opposition possession receiver</p>	<p>communication compass course discuss honest interrupt map route support symbol tactics</p>	<p>accurate attack communicate control defend delay intercept invasion pitch possession shoot referee tactics teamwork</p>	<p>attack control court defend intercept invasion opposition possession receive technique teammate tournament umpire</p>			<p>action canon create dynamics explore expression extend feedback formation interact pathway perform pose</p>	<p>body tension contrast control direction extend flow landing position match matching patch point take off</p>	<p>accuracy caught out no ball runs strike tactics technique tournament track umpire wicket</p>	<p>backhand competition control court face feeder forehand opponent opposition rally react return tactics track</p>	<p>accuracy baton control event further personal best power relay speed strength technique</p>	<p>accuracy bowler caught out no ball score short barrier strike stump stumped out tactics tournament umpire</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	tactic teamwork tournament	teamwork trust	tournament track		timing unison					
Suggested Trips / Enrichment	<u>Dove Valley</u> hockey tournament		<u>John Taylor</u> Year ¾ mixed football		<u>John Taylor</u> Year 3/4 dance	<u>ESSP</u> KS2 Gymnastics competition				<u>John Taylor</u> Year 3/4 mixed cricket

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
 KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL SOCIAL EMOTIONAL THINKING** **KEY VOCABULARY**

YEAR THREE LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Ball skills Y3/4 Lesson 1	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 1	Athletics Lesson 1
	Ball skills Y3/4 Lesson 2	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 2	Athletics Lesson 2
TWO	Ball skills Y3/4 Lesson 3	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 3	Athletics Lesson 3
	Ball skills Y3/4 Lesson 4	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 4	Athletics Lesson 4
THREE	Ball skills Y3/4 Lesson 5	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 5	Athletics Lesson 5
	Ball skills Y3/4 Lesson 6	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 6	Athletics Lesson 6
FOUR	Football Lesson 1	Netball Lesson 1	Dance Lesson 1	OAA Lesson 1	Tennis Lesson 1	Rounders Lesson 1
	Football Lesson 2	Netball Lesson 2	Dance Lesson 1	OAA Lesson 2	Tennis Lesson 2	Rounders Lesson 2
FIVE	Football Lesson 3	Netball Lesson 3	Dance Lesson 1	OAA Lesson 3	Tennis Lesson 3	Rounders Lesson 3
	Football Lesson 4	Netball Lesson 4	Dance Lesson 1	OAA Lesson 4	Tennis Lesson 4	Rounders Lesson 4
SIX	Football Lesson 5	Netball Lesson 5	Dance Lesson 1	OAA Lesson 5	Tennis Lesson 5	Rounders Lesson 5
	Football Lesson 6	Netball Lesson 6	Dance Lesson 1	OAA Lesson 6	Tennis Lesson 6	Rounders Lesson 6

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 4	Autumn Term				Spring Term		Summer Term			
Topic	HOCKEY	OAA	FOOTBALL	NETBALL	DANCE	GYMNASTICS	CRICKET	TENNIS	ATHLETICS	ROUNDERS
Milestones	<p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling.</p> <p>To develop dribbling to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p>To develop co-operation and teamwork skills.</p> <p>To orientate a map and navigate around a grid.</p> <p>To develop observational skills, listening to others and following instructions.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify, draw and follow a simple map.</p> <p>To be able to orientate and navigate around a map and draw a route using directions.</p>	<p>To develop the attacking skill of dribbling.</p> <p>To develop changing direction and speed when dribbling.</p> <p>To develop passing and begin to recognise when to use different skills.</p> <p>To apply attacking skills to move towards a goal.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To apply skills and knowledge to play games using netball rules.</p>	<p>THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>THEME: The Spy To choose actions which relate to the theme</p> <p>THEME: The Spy To develop a dance using matching and mirroring.</p> <p>THEME: Carnival To learn and create dance moves in the theme of carnival.</p> <p>THEME: Carnival To develop a carnival dance using formations, canon and unison.</p> <p>THEME: Carnival To develop a dance phrase and perform as part of a class performance.</p> <p>THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.</p> <p>THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter.</p> <p>THEME: States of Matter To order and structure phrases</p>	<p>To develop individual and partner balances.</p> <p>To develop individual and partner balances using apparatus.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop rotation jumps and sequence building using apparatus.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To assess my straight, barrel, forward and straddle roll.</p> <p>To link actions that flow using the rolls I have learnt.</p> <p>To link actions that flow in a partner sequence using the rolls I have learnt.</p> <p>To develop strength in inverted movements.</p> <p>To develop strength in inverted movements.</p> <p>To create a great partner sequence to include the skills I have learnt and apparatus.</p> <p>To create a great partner sequence to include the skills I have learnt and apparatus.</p>	<p>To develop overarm and underarm throwing and apply these to a striking and fielding game.</p> <p>To develop bowling technique and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations</p> <p>To play different roles in a game and begin to think tactically about each role.</p>	<p>To develop racket and ball control.</p> <p>To develop returning the ball using a forehand and understand when to use it.</p> <p>To develop the backhand and understand when to use it.</p> <p>To keep a continuous rally going showing increased technique.</p> <p>To use and apply rules and simple tactics</p> <p>To understand and use rules to manage a game.</p>	<p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>	<p>To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p> <p>To develop bowling and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To apply skills and knowledge to</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

					<p>to create a dance performance.</p> <p>THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm.</p> <p>THEME: The Twist To learn and perform a partner dance in a 1960s style.</p> <p>THEME: The Twist To develop my own 1960s inspired dance using changes in relationships</p>		To apply skills and knowledge to compete in a tournament.			compete in a tournament.
Fundamental Movement Knowledge & POP Tasks	<p>Physical: dribble, pass, receive, intercept, run, shoot.</p> <p>Social: communication, collaboration, work safely, respect.</p> <p>Emotional: honesty, perseverance, determination.</p> <p>Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development.</p>	<p>Physical: balance, run at speed, run over distance, co-ordination.</p> <p>Social: communication, co-operation, collaboration.</p> <p>Emotional: determination, resilience, honesty, trust, confidence.</p> <p>Thinking: problem solving, evaluation, reflection, create, select and apply.</p>	<p>Physical: dribble, pass, receive, track.</p> <p>Social: co-operation, respect, communication.</p> <p>Emotional: determination, honesty, persevere, independence.</p> <p>Thinking: decision making, comprehension, select and apply, use tactics.</p>	<p>Physical: throw, catch, change direction, change speed, shoot.</p> <p>Social: communication, collaboration, support others.</p> <p>Emotional: honesty and fair play, persevere, confidence.</p> <p>Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply.</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: co-operation, communication, inclusion, collaboration.</p> <p>Emotional: confidence, empathy, determination.</p> <p>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension.</p>	<p>Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.</p> <p>Social: work safely, determination, collaboration, communication, respect.</p> <p>Emotional: confidence, perseverance.</p> <p>Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve.</p>	<p>Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier.</p> <p>Social: collaboration and communication, respect.</p> <p>Emotional: perseverance, honesty, determination.</p> <p>Thinking: observing and providing feedback, applying strategies.</p>	<p>Physical: throwing, catching, forehand, backhand, rallying.</p> <p>Social: co-operation, support and encourage others, collaboration, respect.</p> <p>Emotional: perseverance, honesty, determination.</p> <p>Thinking: identifying strengths and areas for improvement, select and apply, comprehension, use tactics.</p>	<p>Physical: pace, sprint, jump for distance, throw for distance.</p> <p>Social: collaboration, leadership.</p> <p>Emotional: perseverance, determination, honesty.</p> <p>Thinking: reflection, observing and providing feedback, exploring ideas, comprehension.</p>	<p>Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat.</p> <p>Social: collaboration, communication, co-operate, support and encourage others.</p> <p>Emotional: honesty, fair play, confidence, determination.</p> <p>Thinking: comprehension, select and apply skills, tactics, make decisions.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

Knowledge Webs & POP Tasks	<p>To support the team defensively, an opponent is delayed to help prevent the other team from scoring.</p> <p>To demonstrate skill, dribbling, passing, receiving, and shooting the ball are performed with increasing control.</p> <p>To maintain possession and score, movement into space is used effectively.</p> <p>To enhance performance, feedback is provided using key terminology, with an understanding of what needs to be improved.</p> <p>To contribute strategically, simple tactics are used to help the team</p>	<p>To follow and give instructions, accuracy is maintained.</p> <p>To communicate effectively, ideas are shared confidently, and listening to others is prioritise.</p> <p>To navigate, key symbols on a map are identified, and a key is used to help move around a grid.</p> <p>To solve problems, strategies are planned and applied effectively.</p> <p>To improve performance, reflection is done on when and why success was achieved in solving challenges.</p> <p>To ensure success, collaboration is used effectively when working</p>	<p>To support the team defensively, an opponent is delayed to help prevent the other team from scoring.</p> <p>To demonstrate skill, dribbling, passing, receiving, and shooting the ball are done with increasing control.</p> <p>To maintain possession and score, movement into space is used effectively.</p> <p>To enhance performance, feedback is given using key terminology, with an understanding of areas for improvement.</p> <p>To contribute strategically, simple tactics are applied to help the team</p>	<p>To defend effectively, one-on-one situations are managed, with an understanding of when to win the ball.</p> <p>To improve fitness, the effects of exercise on the body are explained, highlighting how it contributes to overall health.</p> <p>To maintain possession and score, movement into space is used to support the team.</p> <p>To demonstrate skill, passing, receiving, and shooting the ball are done with increasing control.</p> <p>To enhance performance, feedback is provided using key terminology, with an</p>	<p>To convey a character or idea, appropriate actions and dynamics are chosen.</p> <p>To demonstrate recall, set choreography is copied and remembered accurately.</p> <p>To support improvement, feedback is given using appropriate language related to the lesson.</p> <p>To enhance creativity, imaginative responses are made to a range of stimuli relating to character and narrative.</p> <p>To develop a dance, changes in timing and spacing are used effectively.</p> <p>To maintain synchronization, counts are used to stay in time with others and the music.</p> <p>To structure dance phrases, simple movement patterns are applied individually, with a partner, and in a group.</p> <p>To foster a positive environment, respect is shown for others when working in a group and watching performances.</p>	<p>To enhance understanding, the effects of exercise on the body are explained, highlighting how it contributes to overall health.</p> <p>To demonstrate creativity, sequences are planned and performed with a partner, incorporating changes in level and shape.</p> <p>To support improvement, feedback is provided using appropriate language related to the lesson.</p> <p>To ensure safety, balances are performed individually and with a partner.</p> <p>To encourage growth, performances are observed, described, and suggestions for improvement are given for both others' and personal performances.</p> <p>To improve movement quality, the role of body tension in enhancing control and movement is understood and applied.</p>	<p>To improve performance, bowling a ball is done with some accuracy and consistency.</p> <p>To ensure fair play, the rules of the game are being learned and applied honestly.</p> <p>To support teamwork, communication is used with teammates to apply simple tactics.</p> <p>To enhance skill development, perseverance is shown when learning new skills.</p> <p>To foster growth, feedback is provided using key terminology, with an understanding of areas for improvement.</p> <p>To demonstrate skill, a bowled ball is</p>	<p>To support teamwork, communication is used with teammates to apply simple tactics.</p> <p>To enhance understanding, the effects of exercise on the body are explained, highlighting how it contributes to overall health.</p> <p>To improve performance, feedback is provided using key terminology, with an understanding of areas for improvement.</p> <p>To strengthen defence, the ready position is returned to effectively to defend the court.</p> <p>To contribute to continuous gameplay, the ability to play a continuous</p>	<p>To demonstrate technique, the difference between sprinting and jogging is clearly shown.</p> <p>To understand the benefits, the effects of warming up on the body are explained</p> <p>To improve performance, success is identified, and areas for improvement are recognised.</p> <p>To demonstrate skill, jumping for distance is done with balance and control.</p> <p>To enhance performance, throwing is done with some accuracy and power to a target area.</p> <p>To achieve personal bests, determination</p>	<p>To improve performance, bowling a ball is done with some accuracy and consistency.</p> <p>To ensure fair play, the rules of the game are being learned and applied honestly.</p> <p>To enhance teamwork, communication is used to apply simple tactics.</p> <p>To understand the benefits of exercise, the effects on the body are explained, highlighting how it contributes to overall health.</p> <p>To foster improvement, feedback is provided using key terminology, with an understanding</p>
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LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

	<p>score or gain possession.</p> <p>To ensure effective teamwork, ideas are shared and collaboration is used to manage the game.</p> <p>To ensure fair play, the rules of the game are understood and applied honestly.</p>	<p>with a partner or small group.</p>	<p>score or gain possession.</p> <p>To ensure effective gameplay, ideas are shared, and collaboration is used to manage the game.</p> <p>To ensure fair play, the rules of the game are understood and applied honestly.</p>	<p>understanding of areas for improvement.</p> <p>To contribute strategically, simple tactics are used to help the team score or gain possession.</p> <p>To ensure effective teamwork, ideas are shared, and collaboration is used to manage the game.</p> <p>To ensure fair play, the rules of the game are understood and applied honestly.</p>			<p>struck after a bounce.</p> <p>To strengthen performance, overarm and underarm throwing, and catching skills are used with increasing accuracy.</p> <p>To promote effective gameplay, ideas are shared and collaboration is prioritise to manage the game.</p>	<p>game is developed.</p> <p>To demonstrate skill, a range of basic racket skills is used.</p> <p>To ensure effective gameplay, ideas are shared, and collaboration is prioritise to manage the game.</p> <p>To ensure fair play, the rules of the game are understood and applied honestly.</p>	<p>is shown to improve performance.</p> <p>To foster a positive environment, support and encouragement are provided to help others perform their best.</p>	<p>g of areas for growth.</p> <p>To demonstrate adaptability, a bowled ball is struck using adapted equipment, such as a tennis racket.</p> <p>To strengthen skills, overarm and underarm throwing and catching are done with increasing accuracy.</p> <p>To manage gameplay effectively, ideas are shared, and collaboration is used to work with others.</p>
Vocabulary	<p>accelerate control cushion decision delay gain invasion opposition option possession receive</p>	<p>collaborate communicate effectively instructions key leader navigate orientate reflect role solve symbol teamwork</p>	<p>accelerate communicate control cushion decision delay deny invasion opposition option pitch possession referee</p>	<p>accelerate accurate contact decision delay deny direction footwork intercept invasion obstruct option</p>	<p>action action and reaction canon dynamics expression flow formation match mirror order performance phrase</p>	<p>body tension contrast extend flow fluidly inverted landing position match momentum perform rotation sequence</p>	<p>accuracy bowled out caught out cushion decision grip momentum no ball opposition pressure retrieve run out short barrier tactics</p>	<p>alternate co-operative compete contact continuous control court deny extend rally receiver reflect swing tactic</p>	<p>accuracy distance heave launch measure official officiate pace power record speed stamina stride technique</p>	<p>accuracy batter compete cushion decision limit no ball pressure retrieve short barrier strike stumped out tactics technique</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

			tournament track	preserve pivot possession technique tournament umpire	relationship represent rhythm space structure timing unison	shoulder stand stability wrist grip	technique tournament two-handed pickup wicket		transfer of weight	tournament two-handed pick up umpire
Suggested Trips / Enrichment	<u>Dove Valley</u> Hockey tournament		<u>John Taylor</u> Year ¾ mixed football		<u>John Taylor</u> Year 3/4 dance	<u>ESSP</u> KS2 Gymnastics competition			<u>John Taylor</u> Year ¾ mixed cricket	

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
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YEAR FOUR LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Ball skills Y3/4 Lesson 1	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 1	Athletics Lesson 1
	Ball skills Y3/4 Lesson 2	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 2	Athletics Lesson 2
TWO	Ball skills Y3/4 Lesson 3	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 3	Athletics Lesson 3
	Ball skills Y3/4 Lesson 4	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 4	Athletics Lesson 4
THREE	Ball skills Y3/4 Lesson 5	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 5	Athletics Lesson 5
	Ball skills Y3/4 Lesson 6	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 6	Athletics Lesson 6
FOUR	Football Lesson 1	Netball Lesson 1	Dance Lesson 1	OAA Lesson 1	Tennis Lesson 1	Rounders Lesson 1
	Football Lesson 2	Netball Lesson 2	Dance Lesson 1	OAA Lesson 2	Tennis Lesson 2	Rounders Lesson 2
FIVE	Football Lesson 3	Netball Lesson 3	Dance Lesson 1	OAA Lesson 3	Tennis Lesson 3	Rounders Lesson 3
	Football Lesson 4	Netball Lesson 4	Dance Lesson 1	OAA Lesson 4	Tennis Lesson 4	Rounders Lesson 4
SIX	Football Lesson 5	Netball Lesson 5	Dance Lesson 1	OAA Lesson 5	Tennis Lesson 5	Rounders Lesson 5
	Football Lesson 6	Netball Lesson 6	Dance Lesson 1	OAA Lesson 6	Tennis Lesson 6	Rounders Lesson 6

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES
KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 5	Autumn Term		Spring Term		Summer Term	
Topic	HOCKEY	FOOTBALL	DANCE	GYMNASTICS	CRICKET	ATHLETICS
Milestones	<p>To use attacking skills to beat a defender.</p> <p>To send and receive under pressure.</p> <p>To communicate with my team, move into space and take the ball towards goal.</p> <p>To learn defensive techniques to gain possession.</p> <p>To use defending tactics to gain possession.</p> <p>To apply rules, skills and principles to play in a tournament</p>	<p>To develop ways to move the ball and apply them to different situations.</p> <p>To send and receive under pressure.</p> <p>To communicate with my team, move into space and take the ball towards goal.</p> <p>To use defensive techniques to win possession.</p> <p>To apply defending tactics as a team.</p> <p>To use and apply skills, principles and tactics to a game situation</p>	<p>THEME: Dance by Chance</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>THEME: Dance by Chance</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>THEME: Dance by Chance</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.</p> <p>THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music.</p> <p>THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</p>	<p>To perform symmetrical and asymmetrical balances.</p> <p>To perform interesting symmetrical and asymmetrical balances using apparatus.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To develop the straight, forward, straddle and backwards roll into a sequence.</p> <p>To explore different travelling actions using both canon and synchronisation.</p> <p>To explore different methods of travelling, linking actions in both canon and synchronisation.</p>	<p>To develop throwing and catching skills and apply them relevantly to the situation.</p> <p>To develop bowling accuracy and perform the skill within the rules of the game.</p> <p>To develop batting skills, identify when I am successful and what I need to do to improve.</p> <p>To develop fielding techniques and begin to use these under some pressure.</p> <p>To understand the need for tactics and identify when to use them.</p> <p>To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.</p>	<p>To understand pace and apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To build momentum and power in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Milestones for swimming	<p><u>Enter and exit a pool safely using a jump.</u></p> <p><u>Move around a pool, walking, hopping, etc.</u></p> <p><u>Touch the bottom of the pool with different body parts.</u></p> <p><u>Push and glide from the side holding a float with face in the water, showing an understanding of streamlining.</u></p> <p><u>Float in different shapes.</u></p> <p><u>Begin to use correct front and back crawl techniques, with or without buoyancy aids.</u></p> <p><u>Jump into a water and submerge.</u></p> <p><u>Pick up an object from the bottom of the pool.</u></p> <p><u>Swim using front/back crawl and breaststroke technique.</u></p> <p><u>Tread water.</u></p> <p><u>Rotate from back to front and front to back and regain an upright position.</u></p> <p><u>Coordinate breathing as appropriate for the stroke being used.</u></p> <p><u>Swim 25 metres unaided.</u></p> <p><u>Swim through a hoop held vertically under water.</u></p> <p><u>Change body shape while floating.</u></p> <p><u>Develop personal survival and self-rescue skills including HELP.</u></p> <p><u>Learn and explain the water safety cycle.</u></p> <p><u>Change body shape to increase speed through the water.</u></p> <p><u>Choose the most appropriate way of entering and existing the pool.</u></p> <p><u>Choose the best shapes for floating.</u></p> <p><u>Demonstrate an understanding of streamlining.</u></p> <p><u>Demonstrate an understanding of how to stay safe around water.</u></p> <p>Engage actively in PE lessons.</p> <p>Recognise that physical activity is important for good health.</p> <p>Recognise that working hard to achieve something can make them feel better.</p> <p>Accept feedback from the teacher.</p> <p>Recognise that people's bodies and feelings can be hurt.</p> <p>Remember to bring their kit.</p> <p>Try hard.</p> <p>Follow the teacher's instructions.</p>					
Fundamental Movement Knowledge & POP Tasks	<p>Physical: run, dribble, pass, receive, tackle, intercept, shoot.</p> <p>Social: communication, collaboration, respect, support others.</p> <p>Emotional: honesty, perseverance.</p> <p>Thinking: identify areas of strength and areas for development, select and apply, decision making,</p>	<p>Physical: run, dribble, pass, receive, track.</p> <p>Social: communication, respect, co-operation.</p> <p>Emotional: honesty, perseverance, independence, self regulation, determination.</p> <p>Thinking: identify, creativity, make decisions, select and apply skills and tactics.</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: collaboration, consideration and awareness of others, inclusion, respect, leadership.</p> <p>Emotional: empathy, confidence, perseverance.</p>	<p>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand.</p> <p>Social: work safely, support others, collaboration.</p> <p>Emotional: confidence, perseverance, resilience, determination.</p>	<p>Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting.</p> <p>Social: collaboration, communication, respect.</p> <p>Emotional: honesty, perseverance, determination.</p>	<p>Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw.</p> <p>Social: collaboration, negotiation, communication, supporting others.</p> <p>Emotional: perseverance, confidence, concentration, determination.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	comprehension, reflection.		Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills.	Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences.	Thinking: observation, provide feedback, select and apply skills, tactics, assessing.	Thinking: observing and providing feedback, selecting and applying, comprehension.
Knowledge Webs & POP Tasks	<p>To maintain possession and score, communication with the team and movement into space are used effectively.</p> <p>To perform under pressure, dribbling, passing, receiving, and shooting the ball are done with some control.</p> <p>To improve performance, success is identified, and areas for improvement are recognised.</p> <p>To strengthen defence, tracking, tackling, and intercepting are applied.</p> <p>To contribute effectively, the position being played is understood, along with how to contribute when attacking and defending.</p> <p>To make strategic decisions, the need for tactics is understood, and the appropriate times to apply them in</p>	<p>To maintain possession and score, communication with the team and movement into space are used effectively.</p> <p>To perform under pressure, dribbling, passing, receiving, and shooting the ball are done with some control.</p> <p>To improve performance, success is identified, and areas for improvement are recognised.</p> <p>To make effective decisions, the correct person to pass to and the timing are often determined accurately.</p> <p>To strengthen defence, tracking and intercepting are applied.</p> <p>To make strategic decisions, the need for tactics is understood, and the appropriate times to apply them in different situations are recognised.</p> <p>To ensure fair play, the rules of the game are</p>	<p>To perform accurately, set choreography is copied and repeated with precision.</p> <p>To create original dance phrases, actions and dynamics are considered when choreographing individually and with others.</p> <p>To demonstrate confidence, different dance styles are performed clearly and fluently, with a strong sense of timing.</p> <p>To prepare the group, short warm-up routines are led effectively.</p> <p>To enhance expression, actions, dynamics, relationships, and space are refined in response to a stimulus.</p> <p>To improve performance, suggestions for improvement are made using key terminology for both personal and others' work.</p>	<p>To create and perform sequences, apparatus is used both individually and with a partner.</p> <p>To prepare for performance, a partner is led through short warm-up routines.</p> <p>To enhance group performance, canon, synchronization, matching, and mirroring are applied when performing with a partner or group, with an understanding of how these techniques affect the performance.</p> <p>To improve work, feedback is used constructively.</p> <p>To assess performance, set criteria are used to make simple judgments and suggest ways for improvement.</p> <p>To enhance performance quality, strength and flexibility are applied effectively.</p> <p>To ensure safety, proper precautions are taken</p>	<p>A wider range of fielding skills is being developed and is starting to be used under some pressure.</p> <p>Success is identified, and areas for improvement are recognised.</p> <p>To demonstrate skill, a bowled ball is struck with increasing consistency.</p> <p>To manage the game effectively, cooperation with others is used.</p> <p>To make strategic decisions, the need for tactics is understood, and the appropriate times to use them in different situations are identified.</p> <p>To ensure fair play, the rules of the game are understood and applied honestly most of the time.</p> <p>To enhance performance, different</p>	<p>To optimise performance, the best pace for a running event is selected.</p> <p>To assess athletic performance, good performance is identified and the reasons for its success are explained.</p> <p>To demonstrate skill, a range of jumps is performed with some attention to technique.</p> <p>To ensure control, proper technique is maintained at take-off and landing during jumping activities.</p> <p>To contribute to a group, roles such as coach, official, and timer are taken on effectively.</p> <p>To enhance sprinting technique, feedback is used constructively.</p> <p>To achieve personal bests, perseverance is shown.</p> <p>To improve performance, accuracy and power are</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	<p>different situations are recognised.</p> <p>To ensure fair play, the rules of the game are understood and applied most of the time.</p> <p>To enhance performance, an understanding of different skills for various situations is beginning to be applied.</p>	<p>understood and applied most of the time.</p> <p>To enhance performance, different skills for various situations are understood and are beginning to be applied.</p>	<p>To maintain synchronisation, counts are used when choreographing to stay in time with others and the music.</p> <p>To improve work quality, feedback is used constructively.</p>	<p>when learning new skills to keep both self and others safe.</p>	<p>skills for various situations are understood and are beginning to be applied.</p>	<p>demonstrated when throwing for distance.</p>
<p>Swimming Knowledge Webs & POP Tasks</p>	<p>Demonstrate different ways of moving around the pool. Touch the bottom of the pool with a variety of different body parts. Dip your face in the water. Demonstrate a push and glide in a position of choice. Demonstrate different ways of entering the pool. Demonstrate a plank position. Demonstrate a way of exiting the pool. Demonstrate floating on your front and back. Submerge in the water to retrieve the object. Demonstrate front crawl and back crawl arm action. Swim four strokes of back crawl and then four strokes of front crawl, with or without a buoyancy aid. Swim 25 metres rotating from the back to the front smoothly Choose your favourite way to move around the pool. Perform a number of push and glides with varying amounts of force. Describe the Water Safety Code. Which is the best way to get out of the pool? Which is the best way to enter the pool? Choose a body shape that helps you glide through the water. Choose the fastest way of moving to reach the treasure. Explain your choice. What should you do if you are scared of the water? Why is swimming good for you? Describe something you are proud of in this activity. Set up equipment as directed by the teacher. When and what might you eat before swimming? Where is the best place to stand in relation to others in the pool? How can you show you are trying hard in your swimming lesson? List some safety rules in the pool. How might you help someone who is finding this activity hard?</p>					

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	<p>Remember your swimming kit.</p> <p>How can you tell if someone in your class is unhappy? Why is it important to say sorry?</p> <p>How can you make sure you listen carefully to the teacher in the pool?</p> <p>Watch a partner and give feedback on what to improve.</p>					
Vocabulary	<p>ball carrier barrier close down create maintain possession pressure situation sporting behaviour support tactics transition umpire</p>	<p>ball carrier close down create decision delay opposition possession pressure situation sportsmanship tactics support tournament</p>	<p>action canon choreograph choreography collaborate dynamics formation genre motif pathway performance phrase posture quality relationship space structure timing transition unison</p>	<p>asymmetrical canon cartwheel decide extension identify inverted matching mirroring momentum observe pathways performance quality stable symmetrical synchronisation transition</p>	<p>backing up close catch compete decide deep catch grip long barrier momentum run out short barrier situation stance tactic</p>	<p>approach changeover consistent dominant drive event field force javelin momentum shot put stamina stride technique track</p>
Suggested Trips / Enrichment	<p><u>Dove Valley</u> Hockey tournament</p>	<p><u>Dove Valley</u> Football league Football cup <u>Burton Albion</u> Year 5/6 tournament</p>	<p><u>John Taylor</u> Year 5/6 dance</p>	<p><u>ESSP</u> KS2 Gymnastics competition</p>	<p><u>Dove Valley</u> Cricket tournament</p>	<p><u>Dove Valley</u> Athletics tournament</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES
KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

Year 6	Autumn Term				Spring Term		Summer Term			
Topic	HOCKEY	OAA	FOOTBALL	NETBALL	DANCE	GYMNASTICS	CRICKET	TENNIS	ATHLETICS	ROUNDERS
Milestones	<p>To develop dribbling to beat a defender.</p> <p>To send and receive the ball with control under pressure.</p> <p>To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p>	<p>To build communication and trust whilst showing an awareness of safety.</p> <p>To collaborate as a team to solve problems.</p> <p>To develop tactical planning and problem solving.</p> <p>To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading.</p> <p>To use a key to identify objects and locations.</p>	<p>To maintain possession when dribbling.</p> <p>To dribble with control under pressure.</p> <p>To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p>	<p>To develop passing and moving to maintain possession.</p> <p>To use a variety of attacking skills to lose a defender.</p> <p>To move into and create space to support a teammate.</p> <p>To use defending skills to gain possession. To develop accuracy in the shooting action under pressure.</p> <p>To use and apply skills, principles and tactics to a game situation.</p>	<p>THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements.</p> <p>THEME: Stamp, Clap To work with others to explore and develop the dance idea</p> <p>THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.</p> <p>THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.</p> <p>THEME: Waiting for...</p> <p>To develop a dance phrase using actions, dynamics, space and relationships.</p> <p>THEME: Waiting for...</p>	<p>To develop the straddle, forward and backward roll.</p> <p>To develop rolling into sequence work and on apparatus.</p> <p>To develop counterbalance and counter tension.</p> <p>To develop counterbalance and counter tension into sequence work with apparatus.</p> <p>To develop jumps and explore the effect of height.</p> <p>To explore jump sequence work with consideration of performance tools.</p> <p>To develop inverted movements with control.</p> <p>To develop inverted movements with control.</p> <p>To use flight from hands to travel over apparatus.</p> <p>To use flight from hands to travel over apparatus.</p> <p>To create a group sequence using formations and apparatus.</p> <p>To create a contrasting group sequence using formations and apparatus.</p>	<p>To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>To strike a bowled ball with increasing consistency.</p> <p>To develop fielding techniques and select the appropriate action for the situation.</p> <p>To understand and apply tactics in a game.</p> <p>To apply skills and knowledge to</p>	<p>To develop placement of the ball using a forehand.</p> <p>To develop placement using a backhand.</p> <p>To develop the volley and understand when to use it.</p> <p>To employ tactics when playing with a partner.</p> <p>To develop accuracy and consistency using the underarm serve.</p> <p>To apply rules, skills and principles to play against an opponent.</p>	<p>To develop my own and others sprinting technique.</p> <p>To identify a suitable pace for the event.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p>To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>To strike a bowled ball with increasing consistency.</p> <p>To develop fielding techniques and select the appropriate action for the situation.</p> <p>To understand and apply tactics in a game.</p> <p>To apply skills and knowledge to</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

					<p>To copy and create actions with consideration to stimulus.</p> <p>THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance.</p> <p>THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco style.</p> <p>THEME: 70s Disco To choreograph a freeze frame montage in the 1970s style.</p> <p>THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance</p>		compete in a tournament.			compete in a tournament.
Fundamental Movement Knowledge & POP Tasks	<p>Physical: dribble, pass, receive, tackle, intercept, run, shoot.</p> <p>Social: communication, collaboration, respect, support others.</p> <p>Emotional: perseverance, honesty and fair play, determination.</p> <p>Thinking: identify areas of strength.</p>	<p>Physical: balance, coordination, run at speed, run over distance.</p> <p>Social: communication, collaboration, inclusion, leadership, work safely.</p> <p>Emotional: confidence, honesty, trust.</p> <p>Thinking: evaluation, reflection, problem solving.</p>	<p>Physical: dribble, pass, receive, track, tackle.</p> <p>Social: communication, respect, collaboration, co-operation.</p> <p>Emotional: honesty, persevere, determination.</p> <p>Thinking: assess, explore, decision making, select and apply.</p>	<p>Physical: throw, catch, run, jump, change direction, change speed, shoot.</p> <p>Social: communication, collaboration, respect.</p> <p>Emotional: honesty and fair play, pride, empathise, persevere.</p> <p>Thinking: select and apply, decision</p>	<p>Physical: actions, dynamics, space, relationships.</p> <p>Social: share ideas, collaboration, support, communication, inclusion, respect, leadership.</p> <p>Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy.</p> <p>Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills.</p>	<p>Physical: straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight.</p> <p>Social: work safely, collaboration, communication, respect.</p> <p>Emotional: independence, confidence, determination.</p> <p>Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences.</p>	<p>Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting.</p> <p>Social: collaboration, communication, respect.</p> <p>Emotional: honesty, perseverance.</p> <p>Thinking: observation, provide</p>	<p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying.</p> <p>Social: support and encourage others, co-operation, collaboration, respect.</p> <p>Emotional: honesty, perseverance.</p>	<p>Physical: pace, sprint, jump for distance, push throw, fling throw.</p> <p>Social: negotiating, collaborating, respect.</p> <p>Emotional: empathy, perseverance, determination.</p> <p>Thinking: observing and providing feedback,</p>	<p>Physical: throw, catch, bowl, bat, field.</p> <p>Social: communication, collaboration, respect, co-operation.</p> <p>Emotional: honesty, self-regulation, sportsmanship.</p> <p>Thinking: select and apply skills, reflection, assess, tactics.</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE **PHYSICAL** SOCIAL **EMOTIONAL** THINKING **KEY VOCABULARY**

	and areas for development, select and apply, decision making, comprehension, reflection.	comprehension, select and apply.		making, comprehension.			feedback, select and apply skills, tactics, assessing.	Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development.	comprehension.	
Knowledge Webs & POP Tasks	<p>To support the team, space is created and used effectively.</p> <p>To demonstrate skill, dribbling, passing, receiving, and shooting the ball are performed with increasing control, even under pressure.</p> <p>To respond to game situations effectively, appropriate actions are selected quickly.</p> <p>To strengthen defence,</p>	<p>To foster inclusivity, others are welcomed, job roles are shared, and leadership is taken on when necessary.</p> <p>To navigate effectively, maps are oriented efficiently to move around a course.</p> <p>To address challenges, ideas are pooled within a group, selecting and applying the best methods to solve problems.</p> <p>To overcome obstacles, critical</p>	<p>To help the team, space is created and used effectively.</p> <p>To perform under pressure, dribbling, passing, receiving, and shooting the ball are done with increasing control.</p> <p>To respond to situations effectively, appropriate actions are selected quickly.</p> <p>To enhance defence, marking, tackling, and interception</p>	<p>To support the team, space is created and used effectively.</p> <p>To perform under pressure, passing, receiving, and shooting the ball are done with increasing control.</p> <p>To respond effectively to situations, appropriate actions are selected and decisions are made quickly.</p> <p>To strengthen defence, marking and interception</p>	<p>To create engaging performances, dances are choreographed and props are used safely.</p> <p>To promote preparation, small groups are led through short warm-up routines.</p> <p>To perform effectively, dances are executed confidently and fluently with accuracy and good timing.</p> <p>To convey meaning, actions, dynamics, and relationships are refined to represent ideas, emotions, feelings, and characters.</p> <p>To improve work, appropriate language is used to evaluate and others' performances.</p> <p>To enhance quality, feedback is used constructively for improvement.</p> <p>To foster creativity, work is done imaginatively and collaboratively, whether</p>	<p>To demonstrate control and fluency, gymnastic actions, shapes, and balances are combined and performed seamlessly.</p> <p>To enhance quality, sequences are created and performed using compositional devices.</p> <p>To promote readiness, small groups are led through short warm-up routines.</p> <p>To improve performance, appropriate language is used to evaluate and refine both personal and others' work.</p> <p>To foster teamwork, sequences are collaboratively created with others.</p> <p>To ensure safety, proper precautions are understood and applied when learning new skills.</p> <p>To showcase understanding, counterbalance and counter-</p>	<p>To respond effectively to situations, appropriate actions are selected.</p> <p>To demonstrate skill, a bowled ball is struck with increasing consistency and accuracy.</p> <p>To enhance performance, a wider range of fielding skills is used with greater control under pressure.</p> <p>To ensure fair play, the rules of the game are</p>	<p>To respond effectively to situations, appropriate actions are selected and decisions are made quickly.</p> <p>To perform under pressure, a wider range of skills is used with increasing control.</p> <p>To enhance performance, feedback is utilised to improve the quality of work.</p> <p>To ensure fair play, the rules of the game are consistently</p>	<p>To compete fairly, the rules are followed, demonstrating fair play and honesty.</p> <p>To assist others, key teaching points are used to help improve technique.</p> <p>To encourage growth, strengths and areas for development are identified in both self and others, with suggestions for improvement provided.</p> <p>To demonstrate skill, jumps</p>	<p>To strike a bowled ball, consistency increases over time.</p> <p>To perform under pressure, a wider range of skills is used with greater control.</p> <p>To ensure fair play, the rules of the game are applied consistently.</p> <p>To work effectively as a team, collaboration with others is used to get batters out.</p> <p>To ensure smooth gameplay,</p>

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

	<p>marking, tackling, and interception techniques are applied.</p> <p>To ensure honest and fair play, the rules of the game are followed consistently.</p> <p>To develop effective strategies, tactics are created collaboratively with the team and their effectiveness is evaluated.</p> <p>To ensure games run smoothly, collaboration and cooperation are prioritise.</p> <p>To encourage growth, strengths and areas for improvement are identified in both self and others, with suggestions for</p>	<p>thinking skills are used to form ideas and strategies.</p> <p>To achieve goals, challenges are solved collaboratively with a partner or group.</p> <p>To improve performance, success in solving challenges is increasingly reflected upon, and methods are adjusted to enhance outcomes.</p>	<p>are used strategically</p> <p>To ensure fairness, the rules of the game are applied consistently and honestly.</p> <p>To develop effective strategies, tactics are created collaboratively with the team, and their effectiveness is evaluated</p> <p>To encourage improvement, strengths and areas for development are identified in both self and others, with suggestions for enhancement provided.</p>	<p>are used strategically.</p> <p>To ensure fair play, the rules of the game are applied consistently and honestly.</p> <p>To develop effective strategies, tactics are created collaboratively with the team, and their effectiveness is evaluated.</p> <p>To ensure smooth gameplay, collaboration with others is prioritise.</p> <p>To encourage growth, strengths and areas for development are recognised in both self and others, with suggestions for improvement provided.</p>	<p>individually, with a partner, or in a group, to choreograph and structure dances.</p>	<p>tension are demonstrated effectively with a partner.</p>	<p>applied consistently.</p> <p>To support smooth gameplay, collaboration with others is prioritise.</p> <p>To encourage improvement, strengths and areas for development are identified in both self and others, with suggestions for enhancement provided.</p> <p>To contribute strategically, tactics are understood and applied in the game as a batter, bowler, and fielder.</p>	<p>applied honestly.</p> <p>To develop effective strategies, tactics are created collaboratively with the team, and their effectiveness is evaluated.</p> <p>To support smooth gameplay, collaboration with others is prioritise.</p> <p>To foster growth, strengths and areas for development are recognised in both self and others, with suggestions for improvement provided.</p> <p>To optimise performance across activities, an understanding of different areas of fitness and their benefits is applied.</p>	<p>for distance are performed with good technique.</p> <p>To optimise performance, the best pace for a running event is selected and applied.</p> <p>To ensure accuracy, throwing for distance is done with proper technique.</p> <p>To enhance performance across activities, an understanding of different areas of fitness and their benefits is applied.</p> <p>To achieve personal bests, different strategies are used to persevere and improve.</p>	<p>collaboration with others is prioritise.</p> <p>To encourage improvement, strengths and areas for development are recognised in both self and others, with suggestions for enhancement provided.</p> <p>To contribute strategically, tactics are understood and applied in the game as a batter, bowler, and fielder.</p>
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LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES
KEY (Year 1 to 6): FUNDAMENTAL MOVEMENT KNOWLEDGE PHYSICAL SOCIAL EMOTIONAL THINKING KEY VOCABULARY

	improvement provided.									
Vocabulary	Abide appropriate operate barrier close down create cushion draw pressure situation sportsmanship stance support tactics transition turnover	Adhere approach cardinal points communication contribute critical thinking determine evaluate inclusive leadership location navigate orientate trust	Abide appropriate assess close down consecutive create draw drive maintain possession situation sportsmanship tactics transition turnover	Abide angle assess ball carrier ball side close down contest definite dominant draw drive extend maintain possession rebound umpire	action aesthetic choreography dynamics express formation freeze frame inspiration mood motif phrase pose refine rehearse stimulus structure style transition	aesthetics competent contrasting counterbalance counter tension engage execution flight formation handstand progression refine structure vault	abide assess collaborate close catch consistently deep catch long barrier momentum short barrier situation stance tactic tournament track	abide appropriate doubles limit official placement prepare pressure recover serve service stance volley	discuss drive event explosive fling grip maximum meet officiate pace pattern power release rhythm stance strategy	abide appropriate assess backing up close catch collaborate consecutive consistently depth catch long barrier momentum short barrier situation stance tactic tournament track umpire
Suggested Trips / Enrichment	<u>Dove Valley</u> Hockey tournament		<u>Dove Valley</u> Football league Football cup <u>Burton Albion</u> Year 5/6 tournament		<u>John Taylor</u> Year 5/6 dance	<u>ESSP</u> KS2 Gymnastics competition	<u>Dove Valley</u> Cricket tournament		<u>Dove Valley</u> Athletics tournament	<u>Dove Valley</u> Rounders tournament

LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**
 KEY (Year 1 to 6): **FUNDAMENTAL MOVEMENT KNOWLEDGE** **PHYSICAL** **SOCIAL** **EMOTIONAL** **THINKING** **KEY VOCABULARY**

YEAR SIX LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Volleyball Lesson 1	Hockey Lesson 1	Gymnastics Lesson 1	Dodgeball Lesson 1	Cricket Lesson 1	Athletics Lesson 1
	Volleyball Lesson 2	Hockey Lesson 2	Gymnastics Lesson 2	Dodgeball Lesson 2	Cricket Lesson 2	Athletics Lesson 2
TWO	Volleyball Lesson 3	Hockey Lesson 3	Gymnastics Lesson 3	Dodgeball Lesson 3	Cricket Lesson 3	Athletics Lesson 3
	Volleyball Lesson 4	Hockey Lesson 4	Gymnastics Lesson 4	Dodgeball Lesson 4	Cricket Lesson 4	Athletics Lesson 4
THREE	Volleyball Lesson 5	Hockey Lesson 5	Gymnastics Lesson 5	Dodgeball Lesson 5	Cricket Lesson 5	Athletics Lesson 5
	Volleyball Lesson 6	Hockey Lesson 6	Gymnastics Lesson 6	Dodgeball Lesson 6	Cricket Lesson 6	Athletics Lesson 6
FOUR	Football Lesson 1	Netball Lesson 1	Dance Lesson 1	Outdoor adventure Lesson 1	Tennis Lesson 1	Rounders Lesson 1
	Football Lesson 2	Netball Lesson 2	Dance Lesson 2	Outdoor adventure Lesson 2	Tennis Lesson 2	Rounders Lesson 2
FIVE	Football Lesson 3	Netball Lesson 3	Dance Lesson 3	Outdoor adventure Lesson 3	Tennis Lesson 3	Rounders Lesson 3
	Football Lesson 4	Netball Lesson 4	Dance Lesson 4	Outdoor adventure Lesson 4	Tennis Lesson 4	Rounders Lesson 4
SIX	Football Lesson 5	Netball Lesson 5	Dance Lesson 5	Outdoor adventure Lesson 5	Tennis Lesson 5	Rounders Lesson 5
	Football Lesson 6	Netball Lesson 6	Dance Lesson 6	Outdoor adventure Lesson 6	Tennis Lesson 6	Rounders Lesson 6