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| National Curriculum Aims and Purpose | Intent |
| **Purpose of study** - A high-quality physical education  curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.  It should provide opportunities for pupils to become  physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other  activities build character and help to embed values such as fairness and respect.  **Aims** - The national curriculum for Physical Education aims  to ensure that all pupils:  • develop competence to excel in a broad range of  physical activities  • are physically active for sustained periods  • engage in competitive sports and activities  • lead healthy, busy lives  **Attainment targets** - By the end of each key stage, pupils  are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. | Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.  **Children should**  • experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor  Education, athletics, and swimming.  • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time.  • Learn to win and lose, support others and be supported, showing sportsmanship and good character.  • Work as part of a team towards a common goal as well as individually improving their performance.  • Be allowed to be creative in a range of activities.  • Play competitively, respecting officials and other players.  • Develop spiritually, morally and culturally through diverse activities and opportunities.  **Quality physical Education can develop the whole child:**  • Strengthening thinking and decision-making skills  • Building and increasing confidence and self-esteem  • Developing character and resilience  • Enhancing their commitment and desire to improve  • Allowing opportunities for enjoyment, fun and to be free-spirited  • Fostering feelings of safety and security |

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| Links to Early Learning Goals | Cross-curricular Links |
| **Personal, Social and Emotional Development -** Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. **Physical Development -** Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. **Communication and Language –**  Listen attentively and respond, participate in discussions, express ideas, and feelings.  **Understanding the world -** Draw information from a simple map. Describe what they see, hear, and feel outside. **Expressive arts and design –** Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines. | **Maths -** Using number, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital read out.  **Literacy** - Developing a broad vocabulary and using in correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining.  **Music** - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance. |

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| **Reception / EYFS** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **LSC Fundamental Movements;** Running, Jumping, Skipping, Galloping, Sending & Receiving, Throwing & Catching, Kicking, Balance, agility and co-ordination | **LSC** FMS through **Dance:** Introduction to dance and reacting to different stimuli. Basic movements required to follow dance patterns.  Perform dances using simple patterns | **LSC Gymnastics;** Travelling such as rolling, jumping, hopping, balancing, and introducing basic shapes. | **LSC Gymnastics;** Travelling such as rolling, jumping, hopping, Balancing, and introducing basic shapes. | **LSC Fundamental Movements through Athletics activities;** develop throwing and catching further and introduce sharing and competition. | **LSC Fundamental Movements through Athletics activities;** develop throwing and catching further and introduce sharing and competition. |
| **What skills the children should know by the end of the unit:** | | | | | |
| Children should begin to independently complete the skills above, in simple forms. | Children can start to show an understanding of basic movements, that follow simple dance patterns. They can copy an adult when performing these simple patterns.  Children can take part in a range of dance styles. | Children will become aware of different ways of moving, testing out ideas and adapting movements to reduce risk.  They will be able to jump off objects and land appropriately using their hands, arms and body to stabilise and balance. | They can choose to move in a range of ways, moving freely and with confidence making changes to their body shape, position and pace of movement e.g. slithering, rolling, skipping etc.  Children can travel with confidence and skill around, under, over and through balancing and climbing equipment.  They will also be able to balance on a range of surfaces, e.g. the balancing beam. | Children can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | They show increasing control over an objects in pushing, patting, throwing, catching or kicking it.  Children can work and play cooperatively and take turns with others  They can show resilience and perseverance in the face of challenge |
| **Intent** | | | | | |
| **LSC -** Our overarching aims for the EYFS bracket is to introduce and develop the core fundamental movement skills that children need to be able to develop functional skills that will give them a foundation to build on to play sport competitively.  Our intentions are to develop the children holistically, supporting the development of their heads, hearts and hands. We will develop the 'hands' as demonstrated above in the activity scoping.  To develop the children's key attitudes and behaviours we will introduce and develop key values such as; respect, sharing and confidence. | | | | | |
| **LSC -** To support the children’s development of their 'head' we will create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure and understanding basic tactics to gain an advantage over an opponent.  To support the children’s development of their 'head' within dance we will start and build on how to recognise rhythm and patterns.  Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development and produce basic creative movements related to dance. | | **LSC -** To support the children’s development of their 'head' we will start and build on how to recognise rhythm and patterns.  Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development.  Children will then start to piece together routines which are formed from basic creative movement and Gymnastic activity. | | **LSC -** Fairness will be focussed on and ensuring activities in the lesson that are linked to Olympic events aren't cheated and the importance of why this is important (link to the British values).  To support the children’s development of their 'head' we will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events, in EYFS they will do this through participation. | |
| **Implementation** | | | | | |
| **LSC -** Using Fundamental Movement Activities, we will be looking to develop the basic movements and skills required for sports.  The children will gain an understanding of the foundations of movement and activity within sport. These skills can be transferred to sporting Activities to develop the skills and behaviours required for the specific sports.  They will face challenges to check their understanding of the skills. Children will have the opportunity to understand and follow rules of the games and implement them within the lesson. Using Dance activity, the children will learn about reacting to stimuli related to dance, they will learn about the movements required to perform ‘dance’ and follow dance patterns. | | **LSC -** Using Gymnastic activities, the children will be introduced and begin to develop there travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  They will be challenged with using these skills independently and showcase these to the group. The children will learn to recognise what gymnastics looks like and be able to identify shapes/moves. | | **LSC -** Using Fundamental Movements through Athletics based activity the children will learn and begin to master basic movements such as running & jumping, throwing, as well as developing balance, agility and coordination.  They will also earn how to handle emotion in a competitive sport and trying to achieve personal best whilst showing respect. | |
| **Impact** | | | | | |
| **LSC -** Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. | | | | | |
| **LSC -** By the end of this term the children will have learned how to use basic movements and have been introduced to functional skills that are required for sports.  They will learn about key values such as respect, sharing and confidence.  They will begin to understand following rules/guidelines. This will help them when they go into the more sport specific games in future years. The children will have the fundamentals required for dance and will then be able to recognise what they look like and how they can implement them within rhythm and music in KS1. | | **LSC -** By the end of this term the children will have been introduced and begin to develop their travelling skills such as rolling, jumping, hopping, Balancing and the ability to create basic shapes and positions.  This gives them the functional skills required to perform within a performance environment.  They will have a further understanding of key values such as respect, sharing and confidence and personal best.  The children will start to be able to recognise gymnastic skills and identify certain shapes and moves | | **LSC -** By the end of this term the children will have developed their fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports.  They will understand the importance of fairness within athletics and sports in general and trying your best. | |
| **Year 1 & 2** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **LSC FMS:** Throwing and catching/Sending and receiving  Running, Jumping, Skipping, Galloping, Kicking, Balance, agility and co-ordination  **PE Hub FMS:** Send and return | **LSC FMS** **Gymnastics:** shapes, balances, and roles  Travelling such as; rolling, jumping, Hoping, Balancing and introducing basic shapes and positions.  **PE Hub Invasion games:** Attack, Defend, Shoot netball and basketball activities building on throwing and catching skills | **LSC Dance:** perform dances using simple movement patterns.  **FMS through Dance:** Introduction to dance and reacting to different stimuli. Basic movements required to follow dance patterns and recognising movements to a beat.  **PE Hub FMS** **Gymnastics:** | **LSC FMS Striking and fielding:** throwing, catching and striking a ball with an object.  Hand eye coordination, Running. Doing this in Isolation and combination. Master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination  **PE Hub Dance**: perform dances using simple movement patterns | **LSC FMS Athletics:** high jump, long jump, sprinting, shot put javelin, sprinting with hurdles, cross country.  Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination.  **PE Hub FMS:** Send and return with equipment - tennis/bat and ball skills | **LSC FMS (Sending & Receiving):** Send and return with equipment - tennis/bat and ball skills  Introduction to OAA; Running, Jumping, Throwing, Catching, recognising shapes & colours, following Instructions, agility, coordination, building relationships, den building, Health & Safety.  **PE Hub Invasion games:** attacking and defending  **Tournament Day and Sports Day** |
| **What skills the children should know by the end of the unit:** | | | | | |
| **LSC & PE Hub**  Y1 – Begin to move towards the ball and return it.  Y2 – Track the ball and be able to receive the ball.  They can all begin to understand how to intercept a ball before it reaches a target.  They will begin to throw objects in a variety of ways. | **LSC –** Children will be able to perform basic movement with their bodies.  They will understand how to create a performance with transitions that flow.  They will be aware of different ways of travelling using their bodies.  **PE Hub –** Children will know the ready the position to receive the ball.  They will have an improved agility, balance and coordination.  They will understand simple strategies for games.  The children can develop a sense of team work and be able to apply and select a small range of simple tactics.  They can know basic defending and attacking skills.  They can pass and move using a range of different strategies. | **LSC –** Children can recognise different patterns and create movement to a beat.  They can begin to recognise patterns and rhythm.  Children can make different movements independently to a beat.  Children can explore and apply transitions between movements.  **PE Hub –**  Y1 – Children can build simple movement patterns following given actions.  Y2 – Children can perform using sophisticated formations and be beginning to do this independently.  Children can identify and use simple gymnastics actions and shapes.  Children will begin to use turns, twists, spins, rocks and roll by linking these into movement patterns.  All Children can use their knowledge of space, direction, levels and speed to perform movements with different body parts. | **LSC –** Children can begin to understand the key values respect, sharing and confidence.  Children can slide and receive a ball.  They know different ways of sending a ball to another person.  Children can have basic knowledge of hitting skills and they can attempt to hit a ball using these.  They can use core strength to send objects from a sitting, kneeling and standing position.  Children in Y2 can catch and intercept bounce balls to one another.  **PE Hub –**  Children can respond to a range of stimuli and types of music.  They can work as part of a group to create and perform short movement sequences.  Children can dance with start, middle and end.  Children will begin to show feeling during their dancing.  They can start to explore skill of performing simple cannons and movement pathways.  Children can march in time with the music whilst moving as a group. | **LSC –** Children can begin to explore basic movements such as running & Jumping, Throwing.  They will develop balancing, agility and coordination.  Children can master the fundamental skills such as running and jumping.  They have developed balance, agility and coordination.  **PE Hub -** Children can hit objects with a variety of different bats whilst aiming at a target.  Children can retrieve a ball using their tracking skills to follow the ball.  They can send and receive objects to work as a team.  Children can understand a variety of ways to score runs in the different hit.  They can work as a team to field.  Children can perform during a game scenario. | **LSC –** Children can understand competition and how to deal with winning and losing.  Children can explore respect and how to handle emotions in competitive sport.  Children can work independently and also within a team.  They can understand the importance of fairness within athletics and sports in general.  **PE Hub –** Children can make choices to intercept their opponents object before reaching targets.  Children can perform basic movements including running, jumping, throwing and catching.  Y2 – children can refine ways to control their bodies using a range of equipment to support them. |
| **Intent** | | | | | |
| **LSC -** Our overarching aims for the KS1 bracket is to develop the core fundamental movement skills that children are needed to embed and master to be able to develop functional skills that will give them a foundation to build on to play sport competitively.  Our intentions are to develop the children holistically; supporting the development of their heads, hearts and hands. We will develop the 'hands' as demonstrated above in the activity scoping.  To develop the children's key attitudes and behaviours we will introduce and develop key values such as; respect, sharing and confidence. | | | | | |
| **LSC -** To support the children’s development of their 'head' we will start and build on how to develop rhythm and patterns.  Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development. Children will then start to piece together routines which are formed from basic creative movement and Gymnastic activity.  **PE Hub –** Our aim is to provide children with an increased confidence when using their hand to send and return objects.  In year 2 the children will be able to track the path of a ball over objects and move towards the ball to receive it. Year 1 children will begin to move towards the ball and return it.  Children will start to understand how to track and intercept a variety of objects such as balls and beanbags.  Year 2 children will be able to play games using their throwing, catching and sending skills over an object. They will also be able to return the object to the desired target.  By the end of KS1 children will understand how to make difficult choices to intercept their opponents object before it reaches the target.  Children will practice basic movements including running, jumping, throwing and catching.  They will be beginning to experience opportunities which will improve their agility, balance and coordination.  Children in year 2 will refine ways to control their bodies using a range of equipment to support them.  Children will be able to catch and intercept and bounce balls to others. | | **LSC -**  To support the children’s development of their 'head' we will create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure and understanding basic tactics to gain an advantage over an opponent.  To support the children’s development of their 'head' within dance we will start and build on how to recognise rhythm and patterns. Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development and produce basic creative movements related to dance.  **PE Hub -** Our aim is to give the children an opportunity to understand what gymnastics is. They will be able to describe and explain how performers can transition and link gymnastic elements.  Children will be able to identify and use simple gymnastics actions and shapes, and apply basic strength to a range of gymnastic actions.  In year 2 they will be able to perform with control and consistency use basic actions at different speeds and on different levels.  They will begin to learn how to carry different apparatus such as mats and benches.  By the end of KS1, the children will have an increased confidence in their own ability to create a performance and perform in front of others.  Children will be exposed to a range of stimuli and types of music and they will have the opportunity to respond to this stimuli.  They will have the chance to work as part of a group to create and perform short movement sequences to music. | | **LSC -** Fairness will be focussed on and ensuring activities in the lesson that are linked to Olympic events aren't cheated and the importance of why this is important (link to the British values).  To support the children's development of their 'head' we will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events, in Y1 they will do this through participation, by Y2 we will start to embed this a little more through effective questioning that gets them to understand on a deeper level. For example, In a sprinting activity, why is it important to start powerfully? How is this done?  **PE Hub -** They will explore hitting objects with a variety of different bats aiming at a target. Children fielding will use their tracking skills to retrieve a rolling ball.  Children will be able to send and receive objects to benefit fielding whilst working as a team.  They will explore a variety of ways to score runs in the different hit, catch, run games.  By the end of KS1, the children will be able to work as a team to field and perform during a game scenario.  By the end of KS1 children will understand how to make difficult choices to intercept their opponents object before it reaches the target.  Children will practice basic movements including running, jumping, throwing and catching.  They will be beginning to experience opportunities which will improve their agility, balance and coordination.  Children in year 2 will refine ways to control their bodies using a range of equipment to support them.  Children will be able to catch and intercept and bounce balls to others | |
| **Implementation** | | | | | |
| **LSC -** Using Fundamental Movement Activities and Throwing and Catching Activities we will be looking to develop the basic movements and skills required for sports.  The children will gain an understanding of how they need to react in different situations and use decision making skills.  These skills can be transferred to Netball and Basketball Activities to develop the skills and behaviours required for these sports.  They will face challenges to check their understanding of the skills required and develop skills to outwit and beat their opponent.  Children will have the opportunity to learn the rules of the games and implement them within the lesson.  Using gymnastics activities, the children will be developing there travelling skills such as rolling, jumping, Hopping, balancing and the ability to create basic shapes and positions.  **PE Hub –** We will be looking to develop the children’s basic skills based on sending and returning.  By the end of the half term, the children will be able to send and return a variety of balls and objects to a desired target.  They will face challenges that will check their understanding of the new skills they have required such as tracking, intercepting and stopping objects before they can reach the target.  In year 2, children will begin to hit and return a ball using mainly their hands but we will begin to introduce bats and racquets. They will be able to do this with some consistency.  They will begin to understand the skills and apply the appropriate skills in order to beat the opposition.  The children will be able to slide and receive a ball/ beanbag. They will explore different ways of sending a ball to another person.  They will begin to attempt to hit a ball using their basic hitting skills.  They will develop core strength to send objects from a sitting, kneeling and standing position.  The children will develop the ready position to receive a ball.  Children will be exposed to opportunities to improve agility, balance and coordination.  They will use and apply simple strategies for invasion games.  They can send and receive a ball using their feet to control.  The children will work together and select and apply a small range of simple tactics.  By the end of the term they will be able to work with others to build basic attacking plays.  They will be able to defend a target and work together as a pair to attack in a game situation.  Children will learn to kick with the inside of their foot and stop a ball with their feet, showing control with the ball.  They can pass and move using a range of different strategies. | | **LSC -** Using dance activities, the children will be developing their knowledge of creating simple movement using patterns. They will also be able to make basic movements required to follow dance patterns and recognising movements to a beat.  They will learn why they need to do this and what it achieves.  They will be challenged with using these skills independently and begin to combine them to create a routine.  The children will learn to recognise how a routine is pieced together and implement creatively.  **PE Hub –**Children will be able to use basic actions to create a range of gymnastic performances.  They will learn how to use different apparatus and be able to set them out understanding the importance of being safe by using mats. The children will also be able to carry equipment safely.  They will learn to control their movements and begin to explore transitions between different moves.  Children will be introduced to turns, twists, spins, rocks and roll and link these into movement patterns.  By the end of the half term they will be able to perform longer pieces of movement phrases.  They will develop the knowledge of using start and finishing shapes to open and close their performances.  Children will explore space, direction, levels and speeds. Using these skills they will experiments creating actions and performing movements with different body parts.  Year 1 children will be able to build simple movement patterns from given actions.  Year 2 children will be able to perform using more sophisticated formations as well as an individual.  Children will explore storytelling through dance, thinking about and discussing a theme to create different dances.  All children will dance with start, middle and end. During their performances they will be able to explore the feeling they should portray when dancing.  They will learn the skill of performing simple cannons and in rounds and they will explore movement pathways. They can also march in time with the music whilst moving as a group. | | **LSC -** Using Fundamental Movement activities and Athletics based activity the children will learn to master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination.  The children will learn about winning and losing and dealing with competition.  They will also learn how to handle emotion in a competitive sport and the importance of personal best and respect.  They will learn to work as an individual and within a team to achieve personal and group bests.  **PE Hub –**  Children will be able to throw and catch a variety of balls and objects.  They will develop sending and receiving skills which will benefit fielding as a team.  They will be able to distinguish between the roles of batters and fielders.  Children will explore the concept of simple tactics, year 2 children will begin to apply these simple tactics in a game scenario.  They will begin to attempt to hit a ball using their basic hitting skills.  They will develop core strength to send objects from a sitting, kneeling and standing position.  The children will develop the ready position to receive a ball.  Children will be exposed to opportunities to improve agility, balance and coordination.  They will use and apply simple strategies for invasion games.  They can send and receive a ball using their feet to control.  The children will work together and select and apply a small range of simple tactics.  By the end of the term they will be able to work with others to build basic attacking plays.  They will be able to defend a target and work together as a pair to attack in a game situation.  Children will learn to kick with the inside of their foot and stop a ball with their feet, showing control with the ball.  They can pass and move using a range of different strategies. | |
| **Impact** | | | | | |
| **LSC -** By the end of this term the children will have learned how to use basic movements and have been introduced to functional skills that are required for sports.  They will have a better understanding of key values such as; respect, sharing and confidence. They will begin to understand dealing with pressure and basic tactics to gain an advantage over an opponent.  This will help them when they go into the more sport specific games in future years.  By the end of this term the children will have developed their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  **PE Hub -** By the end of this topic, children will have been exposed to key vocabulary linked to their topic and they will begin to use the vocabulary correctly.  Children will have a better understanding of the key values required to when using their sending and returning skills such as teamwork and respect.  They will have gained confidence in their own abilities and understand the skills needed to complete the activities.  Children in year 2 will begin to choose specific tactics that are appropriate in certain situations such as defending the desired target.  Throughout the topic they will have improved their agility and coordination and they will be able to use this in a game situation.  By the end of the topic the children will be able to identify their dominant and non-dominant side and use basic serve-feed a ball to a partner using a racquet.  The children will have begun to engage in competitive activities, understanding the importance of working together as a team which will allow them to cooperate during games.  They will experience opportunities to improve agility, balance and coordination.  They will be able to recognise rules and apply them to games.  Children will be able to recall and link combination of skills such as dribbling and passing.  They will recognise good quality in their selves and others.  By the end of the topic they will be able to explain the reasons why we exercise. | | **LSC -** By the end of this term the children will have developed their knowledge of creating simple movements.  This gives them the functional skills required to perform competitively within a performance environment.  They will have a further understanding of key values such as; respect, sharing and confidence and the importance of personal best.  The children will now be able to recognise gymnastic skills and start to notice patterns and begun to piece together routines to form basic gymnastic pieces.  **PE Hub –**The children will be able to create and perform a simple sequence that is judge using simple gymnastic scoring. They will be able respectfully evaluate other children’s performances as well as their own, giving positive encouragement and supportive feedback.  They will have developed body management through a range of floor exercises and be able to explain why exercising and warming up is important before beginning our learning.  Children will be able to use core strength to link recognised gymnastic elements e.g. back support and half twists.  They will attempt to use rhythm to support their gymnastics whilst performing a sequence.  Children will be able to compose and link actions to make simple movement phrases and year 2 children will challenge themselves to move imaginatively responding to the stimuli available.  They will respond appropriately to supporting concepts such as cannons and levels.  Children will explore relationships through different dance formations and be able to explain the importance of emotion and feeling in dance. | | **LSC -** By the end of this term the children will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively. They will understand the importance of fairness within athletics and sports in general.  They will know what competition looks like as an individual and within a group and the importance of personal best.  **PE Hub -**  By the end of the half term, the children will be able to play the role of wicket keeper or backstop, understanding the importance of the role and what the role intel’s  They can distinguish between the roles of batters and fielders, understanding how to work as a team to gain points in a game scenario.  Children will understand the importance of teamwork and respecting one another during games.  The children will have begun to engage in competitive activities, understanding the importance of working together as a team which will allow them to cooperate during games.  They will experience opportunities to improve agility, balance and coordination.  They will be able to recognise rules and apply them to games.  Children will be able to recall and link combination of skills such as dribbling and passing.  They will recognise good quality in their selves and others. | |
| **Year 3 & 4** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **LSC Invasion games:** (attacking principles) Basketball activities  Passing with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure.  **PE Hub Invasion games:** Attack, Defend, Shoot netball activities  **Swimming Y4** | **LSC Gymnastics:** shapes, rolls, jumps and balances. Using equipment safely.  Travelling such as; rolling, jumping, Hoping, Balancing.  Building on the knowledge learnt in KS1, look to begin to combine and form patterns of shapes.  Develop strength, flexibility, technique, Control & Balance  **PE Hub Invasion games:** Attack, Defend, Shoot football activities  **Swimming Y4** | **LSC Dance:** perform dances using a range of movement patterns.  Reacting to different stimuli.  Creative movements required to follow dance patterns and recognising movements to fit a beat.  Working within pairs, groups and individually.  **PE Hub Gymnastics:**  **Swimming Y3/4** | **LSC Games Striking and fielding:** rounders and cricket. Using and building on striking and fielding skills in a cricket/rounders setting  Master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination. Participate in team games, developing simply tactics for attacking and defending  Participate in team games, developing simply tactics for attacking and defending. Whilst learning the rules of the game.  **PE Hub Games:**  Tag rugby  **Swimming Y3/4** | **LSC FSS Athletics:** high jump, long jump, sprinting, shot put javelin, sprinting with hurdles, cross country.  jumping, Running, Throwing, Hoping, agility, coordination. Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. hurdling events and cross county is introduced. Learn to understand some of the events and the rules of them.  **PE Hub Games Net and Wall:**  Tennis/bat and ball skills (Sending and Receiving with equipment)  **Swimming Y3** | **LSC OAA:** Orienteering,Archery  Running, Jumping, Throwing, Catching, recognising shapes & colours, following Instructions, agility, coordination, building relationships, den building, Health & Safety.    **PE Hub FSS Athletics:** high jump, long jump, sprinting, shot put javelin, sprinting with hurdles, cross country  **Swimming Y3**  **Tournament Day and Sports Day** |
| **What skills the children should know by the end of the unit:** | | | | | |
| **LSC –** Children can continue to progress their attacking and defending principles building on from KS1.  Children can explore different passes / shots with their feet and hands in a competitive game with pressure.  They can apply attacking and defending principles within a game.  Children can understand the rules of basketball and apply it into the competitive game.  Children can begin to manage and referee their own games.  **PE Hub –** Children can continue building on their attacking and defending skills learnt in KS1.  They can develop a wider range of ball handling skills.  Children can understand different ways to pass and exchange the ball with others.  Children can understand the importance of working together as a team.  Children can understand the rules of netball and apply them into a competitive game.  They can complete a chest, shoulder and bounce pass effectively.  Children can dodge in order to get free to receive the ball.  Children can protect the ball and begin to perform basic shooting whilst playing a game.  Y4 - children can perform with increased consistency with their basic skills. | **LSC –** Children can begin to piece together their own routines which are formed from basic creative movements such as shapes, rolls, jumps and balances.  They can critically evaluate and compare and contrast performances. Understanding how to give effective feedback.  Children can develop their skills from KS1 of travelling e.g. jumping, hopping, balancing.  Children can combine basic skills to create a performance that flows.  Children will begin to understand how to use apparatus safely and effectively  **PE Hub –** Children can show basic control of the ball which includes send and receiving the ball to other children.  Children can understand some footwork rules in a game scenario and begin to explore basic marking.  They can send the ball with some accuracy to maintain possession, building on their attacking play.  Children can begin to pass over longer distances with some accuracy.  Children understand the importance to work as a team to pass and move the ball into space.  They can use the inside and outside of their foot and be able to dribble in different directions.  Y4 children can evaluate their skills, tactics and team play. | **LSC –** Children can expand on their basic traveling skills, creating more complex shapes and positions.  Children are beginning to think carefully about transitions between the moves to create a flowing routine.  Children will continue to use skills independently and by the end of Y4 children should be able to combine skills to create a routine.  Children understand how a routine is pieced together and begin to add creative touches.  **PE Hub –** Children can begin to modify their actions independently using different pathways, directions and shapes.  Children can understand basic compositional ideas improving upon their sequence work.  Children can perform a routine confidently.  They can attempt to bring explosive moves into floor work through jumps and leaps.  The children can develop an increased range of body actions and shapes.  Children can use basic compositional ideas, improving their sequence work.  Children can understand how  to create contrasting shapes, using their body to control their balance.  Y4 children can independently use compositional ideas such as changes in height, speed and direction.  Children understand why it is important to warm up before beginning gymnastics. | **LSC –** Children begin to master basic movements such as running & jumping and throwing & catching.  They can continue to develop their skills from KS1 on balancing, agility and coordination.  Children can apply skills to outwit opponents.  Children can begin to apply the rules of the game within their decision making.  They can use equipment to strike the ball and begin to improve their hand eye coordination and technique.  **PE Hub –** Children can build upon their attacking and defending play that they’ve learnt in KS1.  Children can develop a wider range of ball handling skills.  Children can understand different ways to pass and exchange the ball with other children.  Children can understand the importance of working together a team and communicating to one another.  Children can understand the rules of Tag Rugby and implement them in a game setting.  Children can effectively move into space.  Y4 children can evaluate their own skills and tactics throughout a game. | **LSC –** Children can apply skills such as jumping, running, throwing, hopping, agility and coordination.  They can master the basic movements.  Children can begin to learn the rules of events and why they are enforced.  They can understand the importance of sportsmanship.  Children can play competitively and understand the importance of fairness within athletics and sports.  **PE Hub –** Children can use different shots with both the forehand and backhand.  They can begin to understand the use of trick shots.  Children can describe some rules of net / wall games.  Y3 – Children can stand in the correct position to return balls and can consistently use their forehand to aim at targets.  Y4 children can explore volley shots and be able to clear from the back of the court.  All children can work cooperatively to score points.  Children can demonstrate different positions on the court in game play.  They can understand the importance of working together as a team. | **LSC –** Children can understand what orienteering is and how to utilise it.  They can follow simple instructions and create their own simple maps.  **PE Hub –** Children can demonstrate agility and speed.  They can explore jumping from height and distance with control and balance.  Children can understand how to safely throw with speed and power.  Children can explore running, jumping and throwing.  Y3 children can explore a combination of different jumps, recognise and perform different paces run and explore approaching hurdles.  Y4 children can aim at targets, accelerate over short distances, take off from a run with one foot and can sling action when throwing and perform baton exchanges.  Children can use a variety of equipment exploring ways of measuring and timing, comparing distances/ styles of running, jumps and throws.  Children can understand the importance of encouraging one another during competitions. |
| **Swimming** | | | | | |
| **National Curriculum:**  Pupils should be taught to:  - Swim competently, confidently and proficiently over a distance of at least 25 metres  - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  - Perform safe self-rescue in different water-based situations.  **Skills Covered:**  Pulling and pushing. • Jump in from side of pool and submerge.  • Stabilising – feet upright off the ground • Sink and roll.  • Submerging. • Front crawl legs  • Prone float. • Surface dive.  • Supine float. • Linking 3 different types of floating technique.  • Leg action on back. • Breastroke legs.  • Push, glide, turn. • Somersault in water.  • Doggy paddle. • Sculling face in water.  • Transition from glide to stroke. • Kicking while submerged.  **Skills Progression:**  Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Swim over greater distances, between 10 & 20 meters with confidence in shallow water.  • Propel themselves over longer distances with the assistance of swimming aids. • Begin to use basic swimming techniques including correct arm and leg action.  • Move with more confidence in the water including submerging themselves fully. • Explore and use basic breathing patterns.  • Enter and exit the water independently. • Enter and exit the water in a variety of ways.  • Take part in problem-solving activities such as group floats and team challenges. | | | | | |
| **Intent** | | | | | |
| **LSC** - Our overarching aims for Lower KS2 is to further develop the core fundamental movement skills, we will then introduce and develop functional skills that will give them the key skills to play sport competitively.  Our intentions are to develop the children holistically; supporting the development of their heads, hearts and hands.  We will develop the 'hands' as demonstrated above in the activity scoping.  To develop the children's key attitudes and behaviours we will further develop key values such as; respect, sharing and confidence. | | | | | |
| **LSC** - To develop the children's key attitudes and behaviours we will further develop key values such as; respect, sharing and confidence.  Introducing the British Values and using these to demonstrate children's understanding of them within our lessons.  To support the children’s development of their 'head' we will create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure, dealing with underloads and overloads and applying basic key attacking and defending principles.  Children will start to and master piecing together routines which are formed from basic creative movement and Gymnastic activity.  This will then be critically evaluated, and children will be able to compare and contrast performances and routines, giving effective and impactful feedback in an empathetic manner.  **PE Hub –** Our aim is to allow children to build the basic skills that are apart of different invasion games such as throwing, catching, kicking and dribbling.  They will be building on their attacking/ offensive play that they have learnt in KS1.  Children will develop a wider range of ball handling skills and understand different ways to pass and exchange the ball with other children.  They will understand the importance of working together as a team, ensuring they are communicating respectfully to one another.  Children will begin to develop motor skills to handle sticks with ease and improve their agility.  They will gain an understanding of the importance of following rules throughout a game setting.  Children will learn how to effectively move into space which will build an attack in order to score.  Year 4 children will demonstrate increased speed and endurance during game play and then they will learn to evaluate their own skills and tactics throughout a game. | | **LSC** - Building on the learnings around the British Values will be a common theme and thread throughout the lesson.  To support the children’s development of their 'head' we will further develop and master rhythm and patterns through counting time.  Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development.  Children will start to and master piecing together routines which are formed from basic creative movements. Building on their learnings from KS1 the children will form basic movements and transitions between these movements.  This will then be critically evaluated, and children will be able to compare and contrast performances and routines, giving effective and impactful feedback in an empathetic manner.  **PE Hub –** Children will learn how to modify their actions independently using different pathways, directions and shapes.  Our aim is to continue building on children’s prior knowledge of basic gymnastic skills and providing them with even more knowledge that they can apply.  They will become increasingly competent and confident to perform skills more consistently.  Children will have grown in confidence to perform a routine using their skills they have gained from their lessons.  They will understand basic compositional ideas that will improve children’s sequence work.  Our aim is to allow children to build the basic skills that are apart of different invasion games such as throwing, catching, kicking and dribbling.  They will be building on their attacking/ offensive play that they have learnt in KS1.  Children will develop a wider range of ball handling skills and understand different ways to pass and exchange the ball with other children.  They will understand the importance of working together as a team, ensuring they are communicating respectfully to one another.  Children will begin to develop motor skills to handle sticks with ease and improve their agility.  They will gain an understanding of the importance of following rules throughout a game setting.  Children will learn how to effectively move into space which will build an attack in order to score.  Year 4 children will demonstrate increased speed and endurance during game play and then they will learn to evaluate their own skills and tactics throughout a game. | | **LSC** - Building on the learnings around the British Values will be a common theme and thread throughout the lesson.  Respect & tolerance will be focussed on ensuring activities in the lesson that are linked to Olympic events aren't cheated and the importance of why this is important (link to the British values).  To support the children’s development of their 'head' we will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events as well as be able to link this to the importance of leading a healthy active lifestyle.  The children will be able to articulate the correlation between leading a healthy active lifestyle and the impact this has on the body and their mental well-being.  **PE Hub –** Our aim is to allow children to gain an understanding of the basic skills required in net/wall games.  The children will be able to understand the importance of respect and tolerance during a game scenario.  Children will show an understanding of how games can be inclusive for all.  The children will understand how to control their movements and body actions in response to specific instructions.  They will understand how to warm up and why we must do this to keep our bodies safe.  To support children’s development we will create a level of curiosity in the lessons that allow children to discuss and think about issue they may face. | |
| **Implementation** | | | | | |
| **LSC** - Using various invasion game activities, we will be looking to develop Attacking and Defending Principles.  Passing with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure.  The children will learn to use the functional skills required for the specific sport they are learning. They will be taught both attacking and defence principles within invasion games and be expected to apply these in the games they play.  They will be expected to use their knowledge of the game to manage and referee their own games, allowing to take ownership for their learning.  Using Gymnastic activities, the children will be developing there travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  They will learn to combine various gymnastics skills, so they flow creatively in a performance piece.  They will learn to use apparatus safely and effectively within their gymnastics.  They will learn what is required from a gymnastics piece in terms of technique and skill to achieve their personal best.  **PE Hub –** Children will gain knowledge on different skills and be able to perform basic invasion game skills e.g. throwing, catching, kicking and dribbling.  Year 4 children will show an increased confidence and perform with more consistency with the basic skills.  They will be able to show basic control skills with the ball which includes sending and receiving the ball to other children.  Children will use footwork rules in a game situation and begin to explore basic marking. They can send the ball with some accuracy to maintain possession which will build on attacking play.  Children will learn to pass over longer distances and begin to do this with some accuracy.  They will work as a team to pass and move the ball, which will build attacks.  During Netball, children will learn how to complete a chest, shoulder and bounce pass effectively. They will be able to dodge to get free to receive the ball. Children will protect the ball and perform basic shooting whilst playing a game.  During football, children be able to use the inside and outside of their foot and be able to dribble in different directions using defensive tackling | | **LSC** – Using dance activities, the children will be developing there travelling skills such as the ability to create basic shapes and positions and transition between the moves.  They will learn why they need to do this and what it achieves. They will be challenged with using these skills independently and combine them to create a routine.  The children will learn how a routine is pieced together and implement creatively.  Through striking and fielding (rounders and cricket) activities they will learn to master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination.  The children will learn to apply these skills to outwit their opponents. They will learn the rules of the game and be beginning to apply them within their decision making.  **PE Hub –** They can attempt to bring explosive moves into floor work through jumps and leaps, thinking about what transition will work between each individual move.  The children will develop an increased range of body actions and shapes that they can include n a sequence either as a group or independently.  They will be able to use basic compositional ideas which will improve sequence work.  Children will consolidate and improve the quality of movements and gymnastic actions.  Year 4 children will be able to independently use compositional ideas in sequences such as changes in height, speed and direction.  Children will understanding how to create contrasting shapes, using their body to control their balance.  They will be able to create patterns and have knowledge of how to create fluent movements using smooth transitions between dances.  Year 4 will begin to see cartwheel progression and understand how to complete a shoulder roll and shoulder stand safely.  Children will gain knowledge on different skills and be able to perform basic invasion game skills e.g. throwing, catching, kicking and dribbling.  Year 4 children will show an increased confidence and perform with more consistency with the basic skills.  They will be able to show basic control skills with the ball which includes sending and receiving the ball to other children.  Children will use footwork rules in a game situation and begin to explore basic marking. They can send the ball with some accuracy to maintain possession which will build on attacking play.  Children will learn to pass over longer distances and begin to do this with some accuracy.  They will work as a team to pass and move the ball, which will build attacks.  During tag rugby, children will focus on ball handling, running past defenders, evading taggers and tag protocol. They will also be able to pick up and run with the ball whilst keeping possession and carry positions. | | **LSC** - Through Athletics activities the children will learn Jumping, Running, Throwing, Hopping, agility, coordination. Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. Hurdling events and cross county is developed. learning to use hurdles for combinations is introduced.  They will learn to improve their technique to achieve personal bests and compete against their peers.  They will learn the rules of the events and why they are enforced within the events and be expected to follow them.  They will learn the importance of sportsmanship. They will learn how different events impact the body and how they need to manage and apply themselves for different events.  They will then apply these skills in a competitive environment (Sports Day).  They will learn new skills through OAA including Archery, Golf and Orienteering.  **PE Hub –** Children will explore and use different shots with both the forehand and backhand.  They will understand the use of trick shots and work to practice these shots in isolation.  Children will identify and describe some of the rules of net/ wall games: serve to begin a game, explore forehand hit and play with some understanding of modified court boundaries.  They will demonstrate different net/wall skills that they have developed over the half term.  Children will work to return the serve.  In year 3, children will be able to stand in the correct position to return balls and are consistently using their forehand to aim at targets and begin to introduce backhand. They will be able to work cooperatively to score points in simple doubles play.  Year 4 children will explore volley shots and be able to clear from the back of the court. They will look at a variety of different positions for doubles games. They can approach the ball and forehand and backhand.  Children will demonstrate agility and speed.  They will explore jumping for height and distance with control and balance.  They will understand how to safely throw with speed and power whilst applying appropriate force.  They will explore running, jumping and throwing which will allow children to investigate different ways they might perform these activities.  Year 3 children will be able to explore a combination of different jumps, recognise and perform different paces runs, explore approaching hurdles and record scores accurately.  Year 4 children will be able to aim at targets, accelerate over short distances, take off from a run with one foot to increase the distances, they can sling action when throwing and perform baton exchanges. | |
| **Impact** | | | | | |
| **LSC** - By the end of this term the children will have learned how to pass with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure.  They will have learned and gathered an understanding of Attacking and Defending principles and be able to apply them in game situations to outwit the opponent.  They will understand and apply the British values within sport and activity. The children will have gained some knowledge both technically and tactically.  They will begin to understand the rules of the sports they have done.  The children will have developed their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  They will be able combine and form patterns of shapes. Develop strength, flexibility, technique, Control & Balance Use running, Jumping in isolation and combination.  **PE Hub -** Children will have learnt how to work together as a team, using their skills they have required to pass the ball effectively. They will understand the importance of respecting one another and communication between each other.  Children will be able to implement basic rules of modified games whilst applying a small range of tactics in a competitive situation.  Year 3 children will gain an understanding of the rules of different invasion games and be able to apply their learning in a game.  Year 4 children will be able to evaluate their skills, tactics and team play which will aid improvement in the game scenario.  . | | **LSC** - By the end of this term the children will have developed their basic skills such as the ability to create basic shapes and positions and transition between the moves.  They will be able to perform Dances using a range of movement patterns.  They will also have mastered basic movements such as running & Jumping, Throwing & Catching and the techniques required for striking and fielding.  They will be able to use equipment to strike the ball and improve their hand eye coordination and technique.  They will understand the rules of these games and be able to follow and enforce these rules without guidance.  **PE Hub –** Children will be able to identify similarities and differences in sequences and build upon this knowledge to create performances that flow.  They will develop an increased range of body actions and shapes which they can include in a sequence.  Children will develop body management over a range of floor exercises understanding why it is so important to warm up before beginning gymnastics.  They will define muscle groups needed to support the core of their body and will refine taking weight on small and large body parts for example, hand and shoulder.  By the end of this topic, children will relate strength and flexibility to the actions and movements they are performing.  Children will have learnt how to work together as a team, using their skills they have required to pass the ball effectively. They will understand the importance of respecting one another and communication between each other.  Children will be able to implement basic rules of modified games whilst applying a small range of tactics in a competitive situation.  Year 3 children will gain an understanding of the rules of different invasion games and be able to apply their learning in a game.  Year 4 children will be able to evaluate their skills, tactics and team play which will aid improvement in the game scenario. | | **LSC** - By the end of this term the children will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively.  They will understand the importance of fairness within athletics and sports in general.  . They will have new skills through OAA including Archery, Golf and Orienteering. They will have a greater understanding of tournaments and competition.  **PE Hub –** Children will be able to demonstrate different court positions in game play and be able to understand the roles they will partake in whilst playing the game.  They will understand the importance as working together as a team but also working independently in a game scenario.  Children will understand how to implement the skills needed to complete a game.  The children will be able to use a variety of equipment explore ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.  They will understand the importance of encouraging one another during competitions. | |
| **Year 5 & 6** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
| **LSC Invasion games:** (attacking principles) football/basketball activities  Passing with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure.  **PE Hub Invasion games:** Attack, Defend, Shoot football activities | **LSC Gymnastics:** shapes, rolls, jumps, balance and transitions. Incorporating peer observation and support. Using these skills on equipment.  Travelling such as; rolling, jumping, Hoping, Balancing. Building on the knowledge learnt in Lower KS2, look to begin to combine and form patterns of shapes. Develop strength, flexibility, technique, Control & Balance  Use running, Jumping in isolation and combination. Partner/Counterbalances, more travelling such as cartwheels. Start to compare and contrast performances and techniques to achieve personal best. Safely get apparatus out and put it back.  **PE Hub Invasion games:** Attack, Defend, Shoot basketball activities | **LSC Dance:** perform dances using a range of movement patterns  Reacting to different stimuli. Creative movements required to follow dance patterns and recognising movements to fit a beat. Working within pairs, groups and individually. Perform Dances using a range of movement patterns.  **PE Hub Gymnastics:** | **LSC Games Striking and fielding:** rounders and cricket. Using and building on striking and fielding skills in a cricket/rounders setting  Master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination.  Participate in team games, developing simply tactics for attacking and defending that can out whit an opponent to gain an advantage over them. Whilst learning the rules of the game.  **PE Hub Games:**  hockey | **LSC FSS Athletics:** high jump, long jump, sprinting, shot put javelin, sprinting with hurdles, cross country  Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. hurdling events and cross county is developed. learning to use hurdles for combinations is introduced. Learn to understand some of the events and the rules of them. Participating in team events and learning the effects and impact it has on the body.  **PE Hub Games Net and Wall:**  Tennis/bat and ball skills (Sending and Receiving with equipment) | **LSC OAA:**  Orienteering,Golf.  Running, Jumping, Throwing, Catching, recognising shapes & colours, following Instructions, agility, coordination, building relationships, den building, Health & Safety.  **PE Hub FSS Athletics:** high jump, long jump, sprinting, shot put javelin, sprinting with hurdles, cross country  **Tournament Day and Sports Day** |
| **What skills the children should know by the end of the unit:** | | | | | |
| **LSC –** Children can master the skills of receiving and shooting in a competitive game with pressure.  They can apply all the attacking and defending principles they have learnt from KS1 and LKS2.  Children can recognise when to use skills to outwit opponents and gain the upper hand.  Children can technically and tactically explain / demonstrate how skills can be effective in a game.  Children can take ownership over managing and referring their games.  **PE Hub –** Children can master the skill of turning with the ball, running with the ball whilst keeping possession, stepping over the ball, setting up others to shoot and denying space for the offense.  Children can take on the role of covering the defender, complete a penalty shootout.  They can master how to goal keep.  Children can use strength, agility and coordination in defending.  They can choose and implement a wider range of strategies to play defensively and offensively.  Children can suggest, plan and lead simple drills.  Y6 children can increase power and strength in their passes, moving the ball accurately in different situations.  They can all select and apply the appropriate skill in a game situation. | **LSC –** Children can master their travelling skills they have been learning since KS1 and LKS2 such as rolling, jumping, hopping, balance and ability to create basic shapes and positions.  Children can combine various skills, so they flow creatively in a performance.  Children can master how to use the apparatus safely and effectively in gymnastics.  Children understand what’s required from a gymnastic piece in terms of technique and skill.  Children can evaluate their own performances.  **PE Hub –** Children can master the skill of blocking, forward pivot, forward passing, pushing pass, boxing out, fast break, retreating whilst dribbling and a free throw.  Children can use their knowledge from KS1 and LKS2 to combine and perform more complex skills at speed in games.  They can use the skills they have learnt and apply them in a game scenario.  Children can play effectively in a variety of positions in a game and understand the role they have undertaken. | **LSC –** Children can master the basic skills such as the ability to create shapes and position and transition between the moves.  Children can perform dances using a range of movement patterns.  They can perform partner/ counterbalances, using more ways of travelling such as cartwheels.  Children can compare performances and techniques.  They can safely get apparatus out and use it the correct way.  Children can use the skills independently and combine them to create routines.  **PE Hub –** Children can build on their knowledge from KS1 and LKS2 to create longer and more complex sequences and adapt their performances accordingly.  They can understand the importance of strength and flexibility to support themselves.  Children can develop symmetry as a pair and in small groups.  They can complete their own warm up understanding the importance of this.  Children can arrange their own apparatus. Children can compare and judge their own and others performances.  They can combine their own ideas with others to build a sequence.  Y5 children will understand symmetry and asymmetry in performances.  Y6 children can understand how to prepare for vaulting, dismounting from height and creating patterns using stimuli. | **LSC –** Children can master basic movements such as running & jumping and throwing & catching.  Children can apply skills to outwit their opponents.  Children can use equipment to strike the ball and master their hand eye coordination and technique.  Children can understand the rules of all games and be able to follow and enforce these rules independently.  **PE Hub –** Children can master the skills of block tackling, passing whilst in defence, the sweep shot, dragging the ball, shooting from close and long range, goal side marking, self-pass rule and being able to channel the opposition.  Children can use strength, agility and coordination when defending.  They can identify and implement a wider range of strategies to play defensively.  Children can suggest, plan and lead simple drills using the skills they have learnt.  They can apply skills they have learnt in a game scenario.  Children can play effectively in a variety of positions on the pitch and can understand their roles.  Y6 children can increase power and strength of their passes and moving the ball accurately.  . | **LSC –** Children can master skills such as jumping, running, throwing, hopping, agility and coordination.  They can master balancing and agility.  Children can understand the rules of events and can explain why we enforce these rules.  They can understand the importance of sportsmanship.  Y6 children can take full ownership for their learning and run their own tournaments.  **PE Hub –** Children can master the skill of hitting a ball over a net in a game scenario.  Children can use volley shots and overhead shots.  Children can select and apply more sophisticated tactics such as net play and offensive and defensive positioning.  Y6 children can use communication in doubles play, two handed backhand shots, doubles tactics and understanding court positions. | **LSC –** Children can apply skills in orienteering That they have mastered throughout KS1 and LKS2.  Children can independently create maps and follow instructions.  **PE Hub –** Children can apply strength and flexibility to a broad range of throwing, running and jumping activities.  They can work in collaboration and demonstrate improvement when working independently and others.  Y5 children can develop further principles of pace, steeplechase and  jump for distance. They can push action when throwing and can exchange batons within a restricted area.  Y6 children can understand sprint start techniques, running up for long jump, recording data for different types of throws, working collaboratively to judge and record and taking part in specific modified event using rules for each event. |
| **Intent** | | | | | |
| **LSC** - Our overarching aims for Upper KS2 is to further develop and master the core fundamental movement skills, we will then introduce and develop functional skills that will give them the key skills to play sport competitively.  Our intentions are to develop the children holistically; supporting the development of their heads, hearts and hands.  We will develop the 'hands' as demonstrated above in the activity scoping.  To develop the children's key attitudes and behaviours we will further develop key values such as; respect, sharing and confidence. | | | | | |
| **LSC** - Introducing the British Values and using these to demonstrate children's understanding of them within our lessons.  To support the children’s development of their 'head' we will create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure, dealing with underloads and overloads and applying basic key attacking and defending principles.  Children will start to and master piecing together routines which are formed from basic creative movement and Gymnastic activity.  This will then be critically evaluated, and children will be able to compare and contrast performances and routines, giving effective and impactful feedback in an empathetic manner.  **PE Hub -**  Our aim is to give children the opportunity to explore different aspects of fitness and be able to apply these to the game scenario. They will look at things such as power, strength, agility and coordination.  Children will be able to select and apply appropriate skills in a game situation whilst playing effectively as a team in defence, taking individual responsibility for your role.  They will be able to grasp more technical aspects of the game and analyse their own performances as well as others.  Children will understand the importance of communication and working together as a team to effectively play the game. | | **LSC** - Building on the learnings around the British Values will be a common theme and thread throughout the lesson.  To support the children’s development of their 'head' we will further develop and master rhythm and patterns through counting time.  Children will start to and master piecing together routines which are formed from basic creative movement building on their knowledge from KS1 and LKS2.  Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development.  **PE Hub –** Children will be building on their knowledge from KS1 to create longer and more complex sequences and adapt their performances accordingly.  Children will understand the importance of the need for strength and flexibility to support themselves during gymnastics.  They will develop symmetry individual, as a pair and in a small group.  Children will take responsibility for their own warm up including remembering and repeating a variety of stretches.  The children will be able to arrange their own apparatus to enhance work and vary compositional ideas.  They will understand how to work safely independently or in groups ensuring they are completing the skills correctly.  Our aim is to give children the opportunity to explore different aspects of fitness and be able to apply these to the game scenario. They will look at things such as power, strength, agility and coordination.  Children will be able to select and apply appropriate skills in a game situation whilst playing effectively as a team in defence, taking individual responsibility for your role.  They will be able to grasp more technical aspects of the game and analyse their own performances as well as others.  Children will understand the importance of communication and working together as a team to effectively play the game. | | **LSC** - Building on the learnings around the British Values will be a common theme and thread throughout the lesson.  Respect & tolerance will be focussed on ensuring activities in the lesson that are linked to Olympic events aren't cheated and the importance of why this is important (link to the British values).  To support the children’s development of their 'head' we will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events as well as be able to link this to the importance of leading a healthy active lifestyle.  The children will be able to articulate the correlation between leading a healthy active lifestyle and the impact this has on the body and their mental well-being.  **PE Hub –** Our aim is to give children the chance to develop further ways of playing with others cooperatively and in competition.  Children will be able to explore different types of serves in game and new shots and then apply their learning in a game setting.  They will gain confidence in their own ability to move around the playing area using various footwork techniques that they have acquired.  Children will become confident and an expert in a range of techniques and they will be able to recognise and celebrate their success.  They will be able to sustain pace over shot and longer distances such as running 100m and running for 2 minutes.  The children will be able to run as part of a relay team working at their maximum speed.  Children will understand the importance of cooperation and working together. | |
| **Implementation** | | | | | |
| **LSC** - Using various invasion game activities, we will be looking to develop Attacking and Defending Principles. Passing with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure.  The children will learn to use the functional skills required for the specific sport they are learning. They will be taught both attacking and defence principles within invasion games and be expected to apply these in the games they play.  By Year 5 and 6 the children will learn to recognise when to use the skills learned to outwit the opponent and gain an upper hand.  The children will gain knowledge both technically and tactically and be able to explain/demonstrate how these can be effective within the games.  They will be expected to use their knowledge of the game to manage and referee their own games, allowing to take ownership for their learning. Children will have opportunities to play under loaded and overloaded and understand how this impact decisions they make.  Using Gymnastic activities, the children will be developing there travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  They will learn to combine various gymnastics skills, so they flow creatively in a performance piece.  They will learn to use apparatus safely and effectively within their gymnastics.  They will learn what is required from a gymnastics piece in terms of technique and skill to achieve their personal best and by Year 5/6 be able to evaluate their own performances as well as their peers.  **PE Hub -**  Children will learn how to use their strength, agility and coordination when defending. They will be able to choose and implement a wider range of strategies to play defensively and offensively.  They will be able to suggest, plan and lead simple drills representing the skills they have acquired.  At the beginning of UKS2, they will be able to combine and perform more complex skills at speed in games.  By the end of UKS2 they will be able to use the skills they have learnt throughout year 5 and 6 and apply them in a game scenario, becoming more skilful when performing movements at speed especially.  In year 6 children will increase power and strength of their passes, moving the ball accurately in a variety of situations.  All children we be able to select and apply the appropriate skill in a game situation.  Children will be able to play effectively in a variety of positions on the pitch and understand the role they have undertaken.  Skills the children will learn in football are turning with the ball, running with the ball whilst keeping possession, stepping over the ball, setting up others to shoot and denying space for the offense. They will take on the role of covering the defender, complete a penalty shootout and learn how to goal keep.  Skills the children will learn in basketball are blocking, forward pivot, forward passing, pushing pass, boxing out, fast break, retreating whilst dribbling and a free throw. | | **LSC** - Using dance activities, the children will be developing there travelling skills such as the ability to create basic shapes and positions and transition between the moves.  They will learn why they need to do this and what it achieves.  They will be challenged with using these skills independently and combine them to create a routine. The children will learn how a routine is pieced together and implement creatively.  Through striking and fielding (rounders and cricket) activities they will learn to master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination.  The children will learn to apply these skills to outwit their opponents.  They will learn the rules of the game and be expected to apply them within their decision making and by year 5/6 be able to manage and umpire their own games.  **PE Hub –** Children will build on their knowledge from KS1 and create longer and more complex sequences and adapt their performances to make the transitions flow.  They will be able to demonstrate accuracy, consistency and clarity of movement during their sequences.  Children will work independently and in pairs/groups to make their own sequences up that have clear transitions.  They will perform more complex actions, shapes and balances with consistency throughout.  The children will experience flight on and off of high apparatus safely.  Children will learn how to use their strength, agility and coordination when defending. They will be able to choose and implement a wider range of strategies to play defensively and offensively.  They will be able to suggest, plan and lead simple drills representing the skills they have acquired.  In year 5 children will explore symmetry and asymmetry, perform counterbalances, round off progressions, linking cartwheels and round offs  In year 6 children will understand how to prepare for vaulting, explore dismounting from height, in groups they can create patterns and be able to use stimuli such as ribbons and hoops.  At the beginning of UKS2, they will be able to combine and perform more complex skills at speed in games.  By the end of UKS2 they will be able to use the skills they have learnt throughout year 5 and 6 and apply them in a game scenario, becoming more skilful when performing movements at speed especially.  In year 6 children will increase power and strength of their passes, moving the ball accurately in a variety of situations.  All children we be able to select and apply the appropriate skill in a game situation.  Children will be able to play effectively in a variety of positions on the pitch and understand the role they have undertaken.  Skills the children will learn in hockey are block tackle, passing whilst in defence, the sweep shot, dragging the ball, shooting from close and long range, goal side marking, self-pass rule and being able to channel the opposition. | | **LSC** - Through Athletics activities the children will learn Jumping, Running, Throwing, Hopping, agility, coordination. Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. Hurdling events and cross county is developed learning to use hurdles for combinations is introduced.  They will learn to improve their technique to achieve personal bests and compete against their peers.  They will learn the rules of the events and why they are enforced within the events and be expected to follow them.  They will learn the importance of sportsmanship and personal bests and look to improve theirs. They will learn how different events impact the body and how they need to manage and apply themselves for different events.  The children will evaluate performance and how they can improve to achieve new PB's.  They will then apply these skills in a competitive environment (Sports Day).  They will learn new skills through OAA including Archery, Golf and Orienteering.  By year 6 they will be expected to take full ownership for their learning being able to manage and run their own tournaments. Various roles will be required for this (Referees, Score keeping, fixture management etc.)  **PE Hub –** Children will explore and learn how to serve the ball over a net in a game scenario.  They will be introduced to volley shots and overhead shots whilst also developing the skill of backhand shots.  The children will begin to use scoring systems in a real game scenario.  They will begin to select and apply more sophisticated tactics such as net play and offensive and defensive positioning.  The children will be able to play with others to score and defend points in competitive games.  They will also be able to play with fluency with a partner in doubles/partner scenarios.  In year 5 children will learn skills such as volley shots, clearing from the back of court, different positioning for doubles games, approaching the ball and forehand and backhand. They will also be encouraged to use different shot types.  In year 6 children will learn skills such as communication in doubles play, two handed backhand shots, use full rules for modified tennis, use doubles tactics and court positioning effectively in competition.  Children are able to perform a range of jumps and throws demonstrating increasing power and accuracy.  They can apply strength and flexibility to a broad range of throwing, running and jumping activities.  They will work in collaboration and demonstrate improvement when working independently and others.  The children will be able to run as part of a relay team working at their maximum speed.  Skills they will learn in year 5 are preparing to run an individual leg, developing further the principles of pace, steeplechase and jump for distance. They know to push action when throwing and can exchange batons within a restricted area.  Skills they will learn in year 6, sprint start techniques, running up for long jump, recording data for different types of throws, working collaboratively to judge and record and taking part in specific modified event using rules for each event. | |
| **Impact** | | | | | |
| **LSC** - By the end of this term the children will have learned how to pass with feet/Hands, sending & receiving with feet/hands, shooting with feet/hands and play in competitive invasion games with pressure.  They will have learned and gathered an understanding of Attacking and Defending principles and be able to apply them in game situations to outwit the opponent.  They will understand and apply the British values within sport and activity.  The children will have gained knowledge both technically and tactically and be able to apply them in game situations.  They will understand the rules of the sports they have done and are able adhere and manage their games using this knowledge.  By the end of this term the children will have developed their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions.  They will be able combine and form patterns of shapes, develop strength, flexibility, technique, control & balance, use running, jumping in isolation and combination.  **PE Hub –** By the end of LKS2 children will be able to observe, recognise and analyse good individual and team performances.  They will understand more of the technical aspects of the game and be able to select and apply a range of these aspects and tactics in a game scenario whilst playing with consistency.  Children will be able to use set plays in a game situation and be able to explain why and when they are being used.  They can play effectively as a team in defence and take responsibility for their own role in a game.  Children will relate a greater number of attacking and defensive tactics to gameplay. | | **LSC** - By the end of this term the children will have developed their basic skills such as the ability to create basic shapes and positions and transition between the moves.  They will be able to perform Dances using a range of movement patterns.  Upper KS2 will be able to perform Partner/Counterbalances, use more ways of travelling such as cartwheels and looking at ways of transitioning that are more complex building on their prior knowledge.  They will be able to compare performances and techniques to achieve personal best and safely get apparatus out use it in the correct way and put it back.  They will also have mastered basic movements such as running & Jumping, Throwing & Catching and the techniques required for this.  They will be able to use equipment to strike the ball and improve their hand eye coordination and technique.  They will understand the rules of these games and be able to follow and enforce these rules without guidance.  **PE Hub -** Children will be able to compare and judge their own and others strengths and explore areas for improvement in their performances. They will be able to select a component for improvement for example timing or flow.  They will be able to use the information and feedback given by others to improve their own performances.  Children will show a desire to improve a broad range of gymnastic actions.  They will have combined their own ideas with others to build sequences and practice actions that relate to music, flowing a beat.  By the end of LKS2 children will be able to observe, recognise and analyse good individual and team performances.  They will understand more of the technical aspects of the game and be able to select and apply a range of these aspects and tactics in a game scenario whilst playing with consistency.  Children will be able to use set plays in a game situation and be able to explain why and when they are being used.  They can play effectively as a team in defence and take responsibility for their own role in a game.  Children will relate a greater number of attacking and defensive tactics to gameplay. | | **LSC** - By the end of this term the children will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively.  They will understand the importance of fairness within athletics and sports in general.  Year 6 will be able to take full ownership for their learning and are able to manage and run their own tournaments.  They will have new skills through OAA including Archery, Golf and Orienteering.  They will have a greater understanding of tournaments and competition and the importance of personal best within athletics and sports in general.  They will be able to analyse this and seek improvement.  **PE Hub –** By the end of KS2 children will be able to apply all their learning in a real game scenario.  They will be able to analyse their skills and seek improvement independently.  The children will further explore tennis service rules and support one another in their games.  They will continue to develop doubles play and tactics to improve their learning and skills.  Children will be able to play with others to score and defend points in competitive games.  The children will be able to work together to evaluate other children’s performances confidently and accurately across a variety of activities.  They will be able to work in collaboration and demonstrate improvement when working with self and others.  The children will be able to effectively set up athletic games for children of all ages to enjoy a range of activities. | |