



## **Physical Education (PE)**

### **Vision**

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

PE aims for our children to develop a life-long appreciation of and participation in physical activity to keep themselves healthy. In PE, this includes the children considering covering a number of curriculum threads: heart, hands and head.

### **Implementation**

Pupils at South Farnborough participate in two sessions of high-quality PE and sporting activities per week. We develop children's experiences and understanding of physical education by providing children with memorable learning opportunities within school, afterschool and within the wider community. For example, Sports Day, inter-house competitions, lunch time and after-school clubs and interschool competitions as well as special calendar events such as Sports Relief. Through Hampshire School Games, and strong links with local schools, we provide our children with the opportunity to participate in an extensive range of festivals, matches and tournaments at both intra and inter school levels. We keep registers of children who attend clubs, festivals and tournaments to ensure the majority of children participate in a broad range of activities.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<u>Gymnastics/Multiskills</u>  <u>Dance/Invasion Games</u>  <u>Gymnastics/Invasion Games</u>  <u>Dance/Invasion Games</u>  <u>Athletics/Striking and fielding</u>  <u>Net wall/Striking and fielding</u>	<u>Gymnastics/Striking and Fielding</u>  <u>Dance/Invasion Games</u>  <u>Gymnastics/Invasion Games</u>  <u>Fitness/Invasion Games</u>  <u>OAA/Netwall</u>  <u>Dance/Athletics</u>	<u>Gymnastics/Striking and Fielding</u>  <u>Dance/Invasion Games</u>  <u>Gymnastics/Invasion Games</u>  <u>Athletics/Invasion Games</u>  <u>OAA/Netwall</u>  <u>Dance/Athletics</u>	<u>Identity, society and equality</u> They can describe some of the hardships people face in the world and can demonstrate respect and tolerance towards people different from themselves.  <u>Keeping safe and managing risk</u> They can make judgements and decisions that will keep them safe. They can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.  <u>Mental health and emotional wellbeing</u> They can identify factors that affect emotional health and well-being.  <u>Relationship and sex education</u> They can identify positive ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty. They can demonstrate positive and respectful relationships with their peers.

Year	Autumn 1 and Spring 1
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Year 3	<b><u>Gymnastics</u></b>	
	<p>Autumn 1: Can the children link balances and actions smoothly to create a sequence? Can they mirror movements with a partner?</p> <p>Spring 1: Can they apply their skills to apparatus.</p>	
	<p><b>Why this?</b> Autumn 1: Gymnastics helps develop core skills that are transferable to different sports as well as skills that are critical to everyday life. Helps develop balance, coordination and awareness. In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the term's 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination.</p> <p>Spring 1: Develop more control in balances and jumps. Work with increased coordination with a partner (building up to small group in year 4). Apply movements to apparatus and link sequences smoother. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. They begin to explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.) ready for year 4.</p> <p><b>Why now?</b> Autumn 1: Gymnastics is taught first due to the long summer break and not wanting to lose progression from year 2. Good for pre-assessment of skills for new pupils. Develop skills to apply to other physical activity, sports and next dance unit.</p> <p>Spring 1: Build on their skills and knowledge from Autumn 1, focusing on improving the quality of their gymnastic movements.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>-Learn the basic shapes, rolls and jumps.</li> <li>-Learn how to apply their knowledge of gymnastic movements to partner work and sequences.</li> <li>-Begin to understand how strength, suppleness, balance, coordination affects performance.</li> <li>-I can create interesting point and patch balances</li> <li>-I can match a partner in a sequence</li> <li>-I can step into shape jumps with control</li> <li>-I can develop the straight, barrel and forward roll</li> </ul>	<p>Hands- Individual point and patch balances, 5 basic shapes, basic rolling, jumps, rhythmic gymnastics, matching, mirroring, contrasting, pathways, travelling, body tension.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p>



			Head- observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics,
	<b>Learning Journey Question for Assessment</b>	Autumn 1: Can the children link balances and actions smoothly to create a sequence? Can they mirror movements with a partner?  Spring 1: Can they apply their skills to apparatus.	
	<b>Autumn 2</b>		
	<b><u>Multiskills</u></b>		
	Can the children improve their accuracy, technique distance and times on coordination, balance and agility activities?		
	<p><b>Why this?</b> It is important to build the foundations - fundamentals of movement FoM – (including coordination, ability and balance) as these are the building blocks for more complex, future skills. Pupils to apply and adapt movement skills in multiple activity contexts- For example, jumping off a bench, a leap in dance and a jump to catch a ball.</p> <p><b>Why now?</b> To build on the fundamental skills from ks1 before they develop FSS (fundamental sport skills) game-based concepts such as invasion, net and wall, and striking and fielding skills and therefore skills such as sending and receiving. Good for teachers as an assessment of where they come in at from Infants.</p>		
	<b>Substantive Knowledge</b>	<b>PE Skills</b>	
<ul style="list-style-type: none"> <li>- They will learn the different components of multi skills and how to challenge and improve their skills in these areas.</li> <li>-To run with changes of speed and direction considering space within simple games</li> <li>-To link a variety of jumps, sometimes over obstacles, and apply within small games</li> <li>-To apply balanced actions when playing simple games</li> <li>-To understand the benefits of exercise; to persevere when a challenge is hard</li> <li>-To work cooperatively in small groups</li> <li>-To challenge themselves and persevere</li> <li>-To provide feedback using key words.</li> </ul>		<p>Hands- Copying and performing actions safely in a space, using formation, dynamics, pathways, direction.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics,</p>	



	<b>Learning Journey Question for Assessment</b>	Can the children improve their accuracy, technique distance and times on coordination, balance and agility activities?
	<b>Autumn 2, Spring 2</b>	
	<b><u>Dance</u></b>	
	Autumn 2: Can the children perform a repeated sequence of movement?	
	<p><b>Why this?</b>  Autumn 2: This dance unit will revise and build on their skills from KS1 such as remembering and repeating a sequence of movements. They will have explored simple movement patterns but pupils will build on this by practising translating ideas from a stimulus into movement and create dance phrases that communicate ideas.</p> <p>Pupils are also learning about the changes in Britain from the Stone Age to the Iron Age. This unit will develop and enhance children's historical knowledge and dance skills through creative movement.</p> <p>Spring 2: To develop &amp; enhance the children's understanding of their body &amp; skeleton from Science topic, through creative movement (dance type activities). Pupils need to be free to apply their skills to different stimulus's in dance and explore a range of music types and dance styles. Pupils will explore creativity through a different unit of dance, building on their skills and knowledge from autumn.</p> <p><b>Why now?</b>  Autumn 2: Curriculum link with Dance unit (apply and extend classroom learning). To develop their knowledge and skills from gymnastic type activities in autumn 1 and apply to dance, creative movements. Pupils will build upon their knowledge from KS1 which will be assessed by teachers in this unit.</p> <p>Spring 2: They will work on developing better control over their movements than they had in KS1 and the Autumn term.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>-Understand how to link movements to create a phrase.</li> <li>-To use different ways of travelling</li> <li>-To translate ideas from a stimulus into movement</li> <li>-To be able to repeat a sequence of movements accurately</li> <li>-To be able to create motifs; copy, repeat, remember and perform simple phrases in dance</li> </ul>	<p>Hands- matching, mirroring, contrasting, pathways, travelling, body tension.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p>



	<ul style="list-style-type: none"><li>-To create and perform dance phrases that communicate an idea with some control</li><li>-To be able to work with a partner; show respect to others when they perform; understand the benefits of exercise</li><li>-To talk about the movements used and suggest improvements.</li></ul>		Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics,
	Learning Journey Question for Assessment	Can the children perform a repeated sequence of movement?	
	Autumn 2, Spring 1, Spring 2		
	Invasion Games		
	Can the children keep possession of a ball or implement within a paired or small-sided invasion game?		
	<p><b>Why this?</b> To develop the children’s abilities to send &amp; receive with a partner or small group. To develop &amp; apply the skills acquired from multiskills within small- sided invasion games. To allow pupils to apply and adapt movement skills in multiple activity contexts.</p> <p><b>Why now?</b> Preparing pupils to use more advanced skills in yr4.</p>		
Substantive Knowledge		PE Skills	
<ul style="list-style-type: none"><li>-How to apply their knowledge of agility, balance &amp; co-ordination within games.</li><li>-Know how to play tag rugby, netball and to participate in orienteering.</li><li>-To send and receive with some control to try and keep possession</li><li>-To understand the role as an attacker and a defender</li><li>-To communicate and work within a small-sided team and compete against others</li><li>-To move into a space to help support a team; begin to use and identify when simple tactics have been successful</li><li>-To work cooperatively with their group to self-manage games; provide feedback using key words</li></ul>		<p>Hands-Use range of sending and receiving skills and techniques. Choose and use simple tactics for sending the ball in different ways.</p> <p>Throwing, catching, dribbling, intercepting, changing direction and speed, shooting, tackling, dodging, tagging.</p> <p>Sprinting, running over obstacles, jumping for distance and height, throwing for distance.</p> <p>Throwing into a target area, batting, fielding a ball.</p>	



<p>-To know the key rules of the game and begin to use them honestly; understand the importance of a warm up and recognise how games make their body work.</p>		<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics</p>
<p><b>Learning Journey Question for Assessment</b></p>	<p>Can the children keep possession of a ball or implement within a paired or small-sided invasion game?</p>	
<p><b>Summer 1</b></p>		
<p><b><u>Athletics</u></b></p>		
<p>Can pupils show an improvement in individual performances &amp; in competition with others?</p>		
<p><b>Why this?</b></p> <p>To combine FoM (agility, balance and coordination) to develop more complex actions, such as running, jumping, travelling, throwing, catching, striking and fielding skills.</p> <p>To develop the children’s basic running, jumping and throwing techniques. To learn how to work to their maximum and how to improve. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy.</p>		
<p><b>Why now?</b></p> <p>Develop children’s skills in running, jumping and throwing. Intra-house competition allows children to explore the competitive nature of sport in a supportive way.</p>		
<p><b>Substantive Knowledge</b></p>		<p><b>PE Skills</b></p>
<p>-How to compete against myself and others in a controlled manner and demonstrate improvements to achieve my personal best. -Record and measure events (e.g. distances and times). -To be able to use a good running posture</p>		<p>Hands- Sprinting, running over obstacles, jumping for distance and height, throwing for distance.</p>



<ul style="list-style-type: none"><li>-To be able to sprint over short distances &amp; change direction</li><li>-To be able to hop and balance with control</li><li>-To be able to run at speed over obstacles</li><li>-To throw into a target area</li><li>-To take part in a relay activity and pass a relay baton</li><li>-To compare and contrast the effectiveness of performances using basic language</li><li>-To compete against themselves and others in a controlled manner and demonstrate improvements to achieve their personal best</li><li>-To cooperatively work with a partner and a small group, sharing ideas; understand why it is important to warm up.</li></ul>		<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics</p>
<b>Learning Journey Question for Assessment</b>	Can pupils show an improvement in individual performances & in competition with others?	
<b>Summer 1, Summer 2</b>		
<u><b>Striking/fielding</b></u>		
Can the children develop their throwing, batting and fielding techniques and apply them to or small-sided games?		
<b>Why this?</b>		
To develop children’s abilities (control and accuracy) to send, strike and receive.		
<b>Why now?</b>		
Assess what striking and fielding knowledge and understanding pupils have developed from KS1.		
Develop pupils sending and receiving skill from their invasion and multi skills units of work and apply it to a different games type activity.		
<b>Substantive Knowledge</b>		<b>PE Skills</b>
<ul style="list-style-type: none"><li>-Rules of games and how to play as a team.</li><li>-Develop knowledge of technique and tactics and how to use and apply them to game situations.</li><li>-To be able to field a ball</li><li>-To be able to direct a ball towards a target area</li></ul>		<p>Hands- Throwing into a target area, batting, fielding a ball.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p>





	<ul style="list-style-type: none"><li>-To be able to throw a ball overarm and underarm to a target</li><li>-To be able to send a ball using a bat after a bounce</li><li>-To work cooperatively in a team; to develop an understanding of tactics and begin to use them in game situations</li><li>-To use self and peer assessment to identify what was successful and suggest what needs practicing</li><li>-To understand the importance of a warm up and recognise how games make their body work</li><li>-To develop an understanding of tactics and begin to use them in game situations.</li></ul>		Confidence, independence, honesty, perseverance, determination.  Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics,
	Learning Journey Question for Assessment	Can the children develop their throwing, batting and fielding techniques and apply them to or small-sided games?	
	Summer 2		
	Net Wall		
	Can the children return the ball to a partner and learn how to play against an opponent, applying taught sending and receiving skills?		
	<p>Why this?</p> <p>Pupils will develop their ball control and movement skills; racket control; learn how to score and play against an opponent.</p> <p>Why now?</p>		
Substantive Knowledge		PE Skills	
<ul style="list-style-type: none"><li>-How to apply their knowledge of sending and receiving within partner work and games.</li><li>-To be able to throw a ball underarm into a target area</li><li>-To know how to move an opponent about the court area</li><li>-To be able to strike a ball into a target area with some accuracy</li><li>-To be able to catch a ball after one bounce with some consistency</li><li>-To be able to aim an object into a target area within a games' situation</li><li>-To know the key aims and rules of the game and begin to use them honestly</li></ul>		<p>Hands- Use range of sending and receiving skills and techniques. Choose and use simple tactics for sending the ball in different ways.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p>	



	-To choose and use simple tactics for sending the ball in different ways; use self and peer assessment to identify what was successful and suggest what needs practicing; understand the importance of a warm up and recognise how games make my body work.		Head - observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics
	Learning Journey Question for Assessment	Can the children return the ball to a partner and learn how to play against an opponent, applying taught sending and receiving skills?	
Year	Autumn 1 and Spring 1		
Year 4	<u>Gymnastics</u>		
	Can the children link individual and partner balances and actions smoothly to create a sequence with control?		
	Can pupils perform movements with increased control, coordination and variety?		
	<b>Why this?</b> Autumn 1: Pupils will learn to link movements to create more complex sequences. They will learn a wider range of travelling actions, including the use of pathways. They will now begin to develop their performance skills considering the quality and control of their actions. Overall, pupils demonstrate better control, coordination and variety.		
	Spring 1: This will enable them to improve the overall quality of their movements and provide them with more experience in creating more complex sequences. They will develop their creativity and confidence in performing as well as improve their understanding of terminology for self and peer assessment. They progress their sequence work further, by beginning to link actions that flow and develop a better understanding of the dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.)		
	<b>Why now?</b> Autumn 1: Refine and extend learning from year 3 gymnastics. Develop core skills to apply to other physical activity, sports and next dance unit. Taught first so that previous progress is more likely to be maintained.  Spring 1: This builds upon what they have learnt in Autumn 1, giving pupils the opportunity to refine and develop their skills and knowledge of gymnastics.		
Substantive Knowledge		PE Skills	
-Begin to explain how strength, suppleness, balance, coordination affects my performance. E.g. tension can improve the quality and control of movements.		Hands- Individual and partner balances, jumps using rotation, roll variation development, bridge, basic inverted movement variations, matching, mirroring, contrasting, pathways, travelling.	



<ul style="list-style-type: none"><li>-Terminology such as: matching, mirroring, pathways and travelling.</li><li>-With help, recognise how performances can be improved self and peer assessment).</li><li>-To perform actions and movement with control, coordination and variety</li><li>-To perform sequences with a clear start and finish, including the 5 basic shapes and changes in level</li><li>-To choose and link actions, remembering to refine and repeat them</li><li>-To explore and develop pathways and travelling movements</li><li>-To develop control in performing and landing rotation jumps</li><li>-To develop the straight, barrel, forward and straddle roll</li><li>-To explore matching and mirroring using actions both on the floor and on apparatus</li><li>-To adapt sequences to suit different types of apparatus and group work; suggest ideas for how performances can be improved</li><li>-To understand the importance of a warm up; begin to explain how strength, suppleness, balance, coordination affects their performance.</li></ul>		<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>	
<p><b>Learning Journey Question for Assessment</b></p>		<p>Can the children link individual and partner balances and actions smoothly to create a sequence with control?</p> <p>Can pupils perform movements with increased control, coordination and variety?</p>	
<p><b>Autumn 1</b></p>			
<p><b><u>Striking/Fielding</u></b></p> <p>Can the children develop their throwing, batting and fielding techniques showing increased control, and apply them to or small-sided games?</p> <p>Can pupils understand and apply simple tactics in small sided games?</p>			
<p><b>Why this?</b> begin to learn how they use skills, strategies and tactics to outwit the opposition. By the end of year 4 pupils should know and perform fundamental movement skills with consistent control and accuracy.</p> <p><b>Why now?</b> It enables pupils to build on their skills and knowledge in year 3, enabling them to send, strike and receive with increased accuracy and consistency. Pupils</p>			
<p><b>Substantive Knowledge</b></p>		<p><b>PE Skills</b></p>	



	<ul style="list-style-type: none"><li>- Pupils learn how to strike the ball into space so that they can score points.</li><li>-When fielding, they learn how to keep the batters’ scores low and how to play in different fielding roles.</li><li>-Pupils will develop their understanding of simple rules.</li><li>-They will learn how to evaluate their own and others’ performances and suggest improvements.</li><li>-Use overarm and underarm throwing and catching skills with increasing accuracy; to bowl a ball towards a target with some accuracy and consistency</li><li>-To strike a bowled ball after a bounce, moving feet to change direction of hit</li><li>-To use a greater range of skills and simple tactics, varying them to suit the situation in a game</li><li>-To understand the rules of the game and use them often</li><li>-To explain what happens to their body as they work and how this varies from game to game</li><li>-To use self and peer assessment to describe what was successful and suggest what needs practicing.</li></ul>		<p>Hands- Different throwing techniques, catching, over and underarm bowling, batting, fielding a ball.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>	
	<b>Learning Journey Question for Assessment</b>		Can the children develop their throwing, batting and fielding techniques showing increased control, and apply them to or small-sided games?	
			Can pupils understand and apply simple tactics in small sided games?	
	<b>Autumn 2, Summer 2</b>			
	<b><u>Dance</u></b>			
Can pupils use simple motifs and movement patterns to structure dance phrases individually and collaboratively?				
Can pupils respond imaginatively to a range of stimuli related to character and narrative, showing different actions, levels and directions?				
Can pupils refine, repeat and remember dance phrases clearly and fluently?				
<b>Why this?</b>				
Autumn 2: Pupils will consolidate skills in communication and collaboration in a positive manner.				
Summer 2: They will be encouraged to perform with more fluency and control as well as with increased sensitivity towards the music. They will develop their ability to create sequences with a partner and use a greater range of actions, levels and directions. They will now begin to incorporate more gesture into their				



sequences and performances. Pupils will consolidate skills in communication and collaboration in a positive manner. This unit of Dance also links to and supports pupil's learning in science. Pupils extend their knowledge of electricity and enthusiasm through creative movement. Pupils think about how to use different movements (e.g. sudden or jerky) to explore and communicate ideas and issues. Pupils will extend their previous learning by focusing on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups.

#### **Why now?**

Autumn 2: Pupils will have the opportunity to reinforce their learning and skills taught in year 3, applying it to a different style and genre of music. It will develop their choreography skills to prepare them for longer sequences in Upper School.

Summer 2: Pupils will revise and build on their understanding and dance type skills that they developed in autumn term.

#### **Substantive Knowledge**

- How to use motifs and movement patterns to structure dance phrases.
- How to use gesture in performance; communicate moods and feelings.
- Create movements in response to an idea; to use gesture in performance
- Understand the impact of dynamics on an action and use them when creating a phrase
- Use counts to keep in time with others and the music
- Use simple motifs and movement patterns to structure dance phrases individually and collaboratively
- Use different levels and directions
- Remember and perform longer choreography; describe, interpret and evaluate dance, using some simple, appropriate language
- Understand the importance of activity to their fitness, health and well-being.

#### **PE Skills**

Hands- Performing actions, using canon, unison, formation, dynamics, character, structure, space

Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.  
Confidence, independence, honesty, perseverance, determination.

Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.

#### **Learning Journey Question for Assessment**

Can pupils use simple motifs and movement patterns to structure dance phrases individually and collaboratively?

Can pupils respond imaginatively to a range of stimuli related to character and narrative, showing different actions, levels and directions?

Can pupils refine, repeat and remember dance phrases clearly and fluently?

#### **Autumn 2, Spring 1, Spring 2**

#### **Invasion Games**

Can the children keep possession of a ball within a paired or small-sided invasion game, sending and receiving with control and accuracy?



Can the children apply a range of skills and simple tactics to small sided games?		
<p><b>Why this?</b> Pupils will develop their confidence and understanding of how to use skills, strategies and tactics to outwit the opposition in game situations. Inclusion of Netball skills so that pupils understand invasion principles are applied to a range of sports not just basketball.</p> <p><b>Why now?</b> Pupils will build on their experience in year 3, developing skills, knowledge and understanding of attacking and defending- learning to keep possession of the ball and how to dodge a defender and defend and opponent.</p>		
<b>Substantive Knowledge</b>		<b>PE Skills</b>
<ul style="list-style-type: none"> <li>-Develop FSS, linking learning and making comparisons.</li> <li>-How to apply their knowledge of agility, balance &amp; co-ordination within games.</li> <li>-Pupils will learn attacking and defensive techniques.</li> <li>-To pass and receive the ball with control and accuracy over a range of distances</li> <li>-Develop ball handling skills</li> <li>-To understand the rules of the game and use them most of the time</li> <li>-To help their team keep possession and score goals when they play in attack</li> <li>-To delay and help prevent the other team from scoring when they play in defence</li> <li>-To apply a greater range of skills and simple tactics to small sided games, helping a team score or gain possession</li> <li>-Develop passing and moving; to develop the shooting action</li> <li>-To understand how strength, stamina and speed can be improved by playing invasion games</li> <li>-To describe others performances, as well as their own, and begin to suggest practices that will help themselves and others to play better.</li> </ul>		<p>Hands- Choose and use simple tactics for sending the ball in different ways to make it difficult for my opponent.</p> <p>Throwing, catching, intercepting, tackling, foot work, shooting, attacking, defending, dodging, tagging.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
<b>Learning Journey Question for Assessment</b>	<p>Can the children keep possession of a ball within a paired or small-sided invasion game, sending and receiving with control and accuracy?</p> <p>Can the children apply a range of skills and simple tactics to small sided games?</p>	



Spring 2		
<b><u>Fitness</u></b>		
Can pupils test, monitor and record their data? Can pupils apply their understanding of the components of fitness by identifying and working on areas they need to improve?		
<p><b>Why this?</b> Pupils will be given opportunities to work at their maximum and improve their fitness levels. Fitness in amongst pupils is often quite low (societal factors and era of physical inactivity). They will need to persevere when they get tired or when they find a challenge hard (linked to our value of resilience) and are encouraged to support others to do the same.</p> <p><b>Why now?</b> The skills and knowledge taught, will support pupils in their athletics unit, preparing them for sports day. They will be able to link and apply their skills, improving their likelihood of success in their next unit.</p>		
Substantive Knowledge	PE Skills	
<ul style="list-style-type: none"> <li>-How to develop strength, speed and power.</li> <li>-How to set personal challenges and work towards achieving them.</li> <li>-How to test, monitor and record fitness data.</li> <li>-Pupils will develop their understanding of the different components of fitness; speed, stamina, strength, coordination, balance and agility and understand that each area challenges the body differently.</li> <li>-To collect and record personal fitness data and identify areas they need to improve</li> <li>-To explain what happens to their body when they exercise and how this helps to make them healthy</li> <li>-To use key points to help them to improve their sprinting technique</li> <li>-To share ideas and work with others to manage activities</li> <li>-To show balance when changing direction at speed</li> <li>-To show control when completing activities to improve balance</li> <li>-To show determination to continue working over a period of time</li> <li>-To understand there are different areas of fitness and that each area challenges their body differently.</li> </ul>	<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>	
<b>Learning Journey Question for Assessment</b>	<p>Can pupils test, monitor and record their data? Can pupils apply their understanding of the components of fitness by identifying and working on areas they need to improve?</p>	



Summer 1		
OAA		
Can pupils show an improvement in individual performances & in competition with others?		
<b>Why this?</b> This will allow the children to develop their problem-solving skills through activities that involve planning, solving, reflecting, and improving on strategies.		
<b>Why now?</b> Pupils will be given the opportunity to build on their map skills from year 3. This will also prepare them for their outdoor residential next half term.		
Substantive Knowledge		PE Skills
<ul style="list-style-type: none"><li>-How to use and navigate a map.</li><li>-To accurately follow and give instructions</li><li>-Confidently communicate ideas and listen to others</li><li>-To work positively towards a team goal</li><li>-Identify key symbols on a map and use a key to help navigate around a grid</li><li>-To plan and apply strategies to solve problems</li><li>-To reflect on when and why they were successful in solving challenges</li><li>-Work collaboratively and effectively with a partner and a small group.</li></ul>		<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
Learning Journey Question for Assessment	Can pupils show an improvement in individual performances & in competition with others?	
Summer 1		
Net Wall		
Can the children keep up a continuous game, using a range of sending and receiving skills and techniques with some accuracy? Whilst playing against an opponent, can children apply taught sending and receiving skills?		
<b>Why this?</b>		





To develop children's key skills in sending and receiving using a racket so that they have increased control; pupils practise keeping a continuous rally. Pupil to work on movement skills around the court which can be applied to other game situations and improve understanding of tactics as well as the rules of the game.

**Why now?**

It builds on their skills and knowledge acquired in year 3.

Last unit of year 4- By the end of year 4 pupils should know and perform fundamental movement skills with consistent control and accuracy.

**Substantive Knowledge**

- Increased knowledge of sending and receiving within partner work and in games. Pupils will have a better understanding of scoring and the rules of the game.
- Knowledge of the different strokes (e.g. forehand and backhand ground strokes) and beginning to understand and use simple tactics to outwit an opponent.
- Underarm throwing, catching, ready position, forehand, backhand, rallying, honesty, respect, collaboration, perseverance, decision making, understanding rules and how to score, selecting and applying skills and tactics, self and peer assessment.
- To develop ball control using a racket
- To keep up a continuous game most of the time
- To begin to use simple tactics in a game to outwit an opponent
- To use a greater range of basic racket skills, on both sides of the body with some accuracy
- To demonstrate good movement around the court
- To aim for different areas in the court
- To return to the ready position to defend their own court
- Understand the rules of the game and use them often
- Throw with some accuracy at a target and catch with increasing control
- To explain what happens to their body as they work and how this varies from game to game
- To use self and peer assessment to describe what was successful and suggest what needs practicing.

**PE Skills**

**Hands-** Choose and use simple tactics for sending the ball in different ways to make it difficult for my opponent.

**Heart-** Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.  
Confidence, independence, honesty, perseverance, determination.

**Head-** Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.



<b>Learning Journey Question for Assessment</b>	<p>Can the children keep up a continuous game, using a range of sending and receiving skills and techniques with some accuracy?</p> <p>Whilst playing against an opponent, can children apply taught sending and receiving skills?</p>
<b>Summer 2</b>	
<b>Athletics</b>	
<p>Can pupils show an improvement in individual performances &amp; in competition with others?</p> <p><b>Why this?</b> They will improve their throwing skills by developing a more consistent technique, increasing control and coordination. Develop children's skills in running, jumping and throwing. Intra-house competition. Towards the end of the year to show progress in agility, balance and coordination for running, jumping and throwing.</p> <p><b>Why now?</b> To apply previously taught skills in combination. Pupils will build on their basic running, jumping and throwing techniques from year 3 and year 4 games units.</p>	
<b>Substantive Knowledge</b>	<b>PE Skills</b>
<ul style="list-style-type: none"> <li>-The difference between sprinting and running for sustained periods over varying distances.</li> <li>-How to develop power and speed in sprinting technique.</li> <li>-How to develop good technique for jump.</li> <li>-How to change over a relay baton successfully. How to send with power and accuracy.</li> <li>-To develop stamina and an understanding of speed and pace in relation to distance</li> <li>-To develop power and speed in the sprinting technique</li> <li>-To develop communication skills and technique in relays showing and understanding of how to pass on the baton</li> <li>-To send with some accuracy and power into a target area</li> <li>-To perform a range of jumps showing consistent technique, increasing control and coordination</li> <li>-To identify how aspects of a skill or technique has been performed and suggest ways to improve performance using self and peer assessment</li> <li>-To compete against themselves and others in a controlled manner and demonstrate improvements to achieve their personal best</li> </ul>	<p>Hands- Pacing, sprinting, jumping for distance and height, throwing for distance</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>

*Embracing our values today...to be a successful part of the world tomorrow*



	-To work cooperatively with a partner and in a small group, sharing ideas; to understand why it is important to warm up.	
	<b>Learning Journey Question for Assessment</b>	Can pupils show an improvement in individual performances & in competition with others?



Year	Autumn 1 and Spring 1	
Year 5	<b>Gymnastics</b>	
	Can pupils create, practice, perform and refine longer, more complex sequences including different methods of travelling, changes in level, direction and speed? Can pupils link together balances, performing fluently with good control and timing?	
	<p><b>Why this?</b>                      Autumn 1: To build on previous units by enabling pupils to develop more advanced actions such as inverted movements and explore ways to include apparatus more effectively. Pupils will create, perform and refine longer, more complex sequences, applying them to apparatus with more confidence, creativity and improved quality (precision and accuracy). Children will develop partner work by improving timing and fluency with matching, mirroring, canon and synchronisation.</p> <p>Summer 2: This unit will allow children to embed their skills and progress in creative movements following dance unit. FoM (development of Agility, Balance and Coordination) provide the building blocks for future complex skills.</p>	
	<p><b>Why now?</b>                      Autumn 1: Develop core skills to apply to other physical activity, sports and next dance unit. Taught first so that progress from year 4 is more likely to be maintained. FoM (development of Agility, Balance and Coordination) provide the building blocks for future complex skills.</p> <p>Summer 2: Pupils will continue to develop and refine skills and knowledge from Autumn 1.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	-How strength, suppleness, balance, coordination affects performance. How using different parts of the body impacts on balance, coordination and travel -Terminology such as: matching, mirroring, symmetry, asymmetry and inversion. -How performances can be improved (self and peer assessment). -How participation and performing impacts health, fitness and well-being. -To perform symmetrical and asymmetrical balances -To perform and link movements in canon and in unison showing good timing -To develop the straight, barrel, forward and straddle roll -To develop matching and mirroring using actions both on the floor and on apparatus -To create and perform complex sequences including different methods of travelling, changes in level, direction and speed -To demonstrate good control and confidence -To perform a wide range of skills and creative balances	<p>Hands- Symmetrical and asymmetrical balances, roll variation development, bridge, inverted movement development.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.                      Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>



	<p>-To explain how using different parts of the body impacts on balance, coordination and travel</p> <p>-To make simple judgments about performances</p> <p>-Describe and suggest possible improvements using key vocabulary.</p>	
	<p><b>Learning Journey Question for Assessment</b></p>	<p>Can pupils create, practice, perform and refine longer, more complex sequences including different methods of travelling, changes in level, direction and speed? Can pupils link together balances, performing fluently with good control and timing?</p>
	<p><b>Autumn 1</b></p>	
	<p><b><u>Striking/Fielding</u></b></p>	
	<p>Can pupils strike a bowled ball and use a range of fielding skills within small-sided games with increasing control and consistency?</p> <p>Can pupils apply a range of tactics in games?</p>	
	<p><b>Why this?</b> Pupils develop the range and quality of striking and fielding skills; they perform with increased control and consistency. This unit enables pupils to increase their understanding of a wider range of tactics. Pupils develop their competence and confidence with applying a range of tactics in games.</p> <p><b>Why now?</b> Sending and receiving skills are applicable to all other games units and pupils can now build on their learning from lower school.</p>	
	<p><b>Substantive Knowledge</b></p>	<p><b>PE Skills</b></p>
	<p>- rules of the games, tactics, positions and strategies.</p> <p>- begin to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>-To strike a bowled ball most of the time</p> <p>-To develop a wider range of skills and begin to use these under some pressure</p> <p>-To use the skills they prefer with increasing control and consistency</p> <p>-To understand the need for tactics and use some tactics effectively</p> <p>-To understand the rules of the game and use them to play fairly</p> <p>-To understand there are different skills for different situations and begin to use this knowledge</p> <p>-To plan and lead warm ups to prepare for playing safely</p> <p>-To identify strengths and weaknesses in games and suggest ways to improve.</p>	<p>Hands- Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier, fielding and retrieving a ball.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>



	<b>Learning Journey Question for Assessment</b>	Can pupils strike a bowled ball and use a range of fielding skills within small-sided games with increasing control and consistency? Can pupils apply a range of tactics in games?
	<b>Autumn 2, Summer 2</b>	
	<b><u>Dance</u></b>	
	Autumn 2: Can pupils compose motifs and plan dances creatively and collaboratively in groups, performing strong movements throughout? Can pupils remember and perform longer choreography?	
	Summer 2: Can pupils compose motifs and plan dances creatively and collaboratively in groups, performing strong movements throughout? Can pupils plan, create, perform and refine a longer dance sequence that flow in their choreography showing some exaggerated movements and motifs?	
	<p><b>Why this?</b> Autumn 2: The children continue to develop and learn different styles of dance. Pupils are encouraged to remember and perform longer choreography. Pupils embed their understanding of how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. To provide pupils with the opportunity to develop their confidence in discussing and sharing group ideas.</p> <p>Summer 2: It allows pupils to build on their previous learning and skills by beginning to show more confidence in how to exaggerate dance movements and motifs. In year 6, pupils are expected to perform expressively linked dance moves with confidence, competence, showing fluency and control. Pupils will build up to this and demonstrate stronger movements that flow better. To provide pupils with the opportunity to develop their confidence in discussing and sharing group ideas. Pupils are also learning about the legacy of Ancient Greeks. This unit will develop and enhance children's historical knowledge through creative movement.</p> <p><b>Why now?</b> Autumn 2: To develop and enhance curriculum links and improve engagement, learning and memory through physical activity.</p> <p>Summer 2: To develop and enhance curriculum links and improve engagement, learning and memory through physical activity. To expose pupils to more styles of dance and movement types. At the end of the year helps to develop pupils links between year 5 and 6 without a large gap which can cause a drop in progress.</p>	
<b>Substantive Knowledge</b>		<b>PE Skills</b>
-Knowledge and understanding of key dance terminology and their effect on performance. For example, how to use motifs and movement patterns to structure dance phrases; how to use gesture in performance; and how to adapt and refine actions and dynamics in dance. -How performances can be improved (self and peer assessment). -How participation and performing impacts health, fitness and well-being.		Hands- Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, contrasting, transitions  Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, supporting and encouraging others.



	<ul style="list-style-type: none"> <li>-To perform actions showing quality and control</li> <li>-To change the dynamics of an action and understand how this changes the appearance of the performance</li> <li>-To plan and perform linking movements within a sequence</li> <li>-To work with a partner to copy and repeat actions and keeping in time with the music</li> <li>-To compose motifs and plan dances in groups</li> <li>-To work collaboratively with a group to create a dance in style using movements that flow smoothly and varying levels</li> <li>-To be able to show changes in speed, direction, level within a sequence</li> <li>-To adapt and refine different techniques to express different styles of dance clearly and fluently</li> <li>-Describe and suggest ways to improve sequences, showing an understanding of style and using more appropriate language</li> <li>-To explain the impact of dance on their fitness, health and well-being.</li> </ul>		<p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<p><b>Learning Journey Question for Assessment</b></p>	<p>Autumn 2: Can pupils compose motifs and plan dances creatively and collaboratively in groups, performing strong movements throughout?</p> <p>Can pupils remember and perform longer choreography?</p>	
		<p>Summer 2: Can pupils compose motifs and plan dances creatively and collaboratively in groups, performing strong movements throughout?</p> <p>Can pupils plan, create, perform and refine a longer dance sequence that flow in their choreography showing some exaggerated movements and motifs?</p>	
	<p><b>Autumn 2, Spring 1, Spring 2</b></p> <p><u><b>Invasion Games</b></u></p> <p>Can pupils apply attacking and defensive skills to a competitive game?</p> <p>Can they show control and fluency when passing, receiving and shooting the ball when under pressure?</p> <p>Can pupils show a greater range of skills and tactics in invasion type games?</p>		



	<p><b>Why this?</b></p> <p>They will improve their consistency and show increased control in skills such as dribbling, passing and receiving a ball. It enables pupils to develop movement patterns and strategic knowledge, and improve technique for increased success. Allows pupils to develop a more competent understanding and awareness that there are different skills for different situations.</p> <p><b>Why now?</b></p> <p>It enables pupils to improve their defending and attacking play, developing further knowledge of the principles and tactics of each than in previous years.</p>	
	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>-Improved knowledge and understanding of invasion principles: Attacking (e.g. support the ball carrier using width and spacing) and defensive techniques (e.g. how to tag, how to track, intercept, block and slow down an opponent), strategies, tactics, rules of play.</li> <li>-To dribble, pass, receive and shoot the ball with some control and consistency under pressure</li> <li>-To understand there are different skills for different situations</li> <li>-To move into a space to help their team</li> <li>-Begin to select and apply appropriate tactics and principles, playing effectively as part of a team</li> <li>-Understand the rules of the game and use them often</li> <li>-To know what position they are playing in and how to contribute when attacking and defending</li> <li>-Plan and lead warm ups to prepare for playing safely</li> <li>-To identify strengths and weaknesses in games and suggest ways to improve.</li> </ul>	<p><b>PE Skills</b></p> <p>Hands- Understand the need for tactics and make decision about when best to use them. Pupils should select and apply appropriate tactics and principles and play cooperatively with a partner and as part of a team.</p> <p>Throwing, catching, dribbling, intercepting, shooting, goal keeping, ball control, turning, tracking, attacking, defending, dodging, tagging.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<p><b>Learning Journey Question for Assessment</b></p>	<p>Can pupils apply attacking and defensive skills to a competitive game?</p> <p>Can they show control and fluency when passing, receiving and shooting the ball when under pressure?</p> <p>Can pupils show a greater range of skills and tactics in invasion type games?</p>
	<p><b>Spring 2</b></p>	
	<p><b>Athletics</b></p> <p>Can the children keep possession of a ball within a paired or small-sided invasion game, sending and receiving with control and accuracy?</p> <p>Can the children apply a range of skills and simple tactics to small sided games?</p>	





	<p><b>Why this?</b> Pupils will develop their confidence and understanding of how to use skills, strategies and tactics to outwit the opposition in game situations. Inclusion of Netball skills so that pupils understand invasion principles are applied to a range of sports not just basketball.</p> <p><b>Why now?</b> Pupils will build on their experience in year 4, developing skills, knowledge and understanding of attacking and defending- learning to keep possession of the ball and how to dodge a defender and defend and opponent.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>-Develop FSS, linking learning and making comparisons.</li> <li>-How to apply their knowledge of agility, balance &amp; co-ordination within games.</li> <li>-Pupils will learn attacking and defensive techniques.</li> <li>-To develop and improve running technique</li> <li>-To apply different principles for sprinting and a sustained run</li> <li>-To develop fluency and coordination when running for speed</li> <li>-To develop technique in relay change overs</li> <li>-To develop throwing with greater control and technique</li> <li>-To develop throwing with force for longer distances</li> <li>-To develop power, control and consistency when jumping for distance</li> <li>-To develop technique when jumping for height</li> <li>-To identify good athletic performance and explain why it is good.</li> </ul>	<p>Hands- Pacing, sprinting, stamina, relay changeovers, jumping for distance and height, throw for distance</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<b>Learning Journey Question for Assessment</b>	<p>Can the children keep possession of a ball within a paired or small-sided invasion game, sending and receiving with control and accuracy?</p> <p>Can the children apply a range of skills and simple tactics to small sided games?</p>
	<b>Summer 1</b>	
	<p><b>OAA</b></p> <p>Can pupils work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy?</p> <p>Can pupils show problem solving and critical thinking skills through a range of challenges, working collaboratively and inclusively?</p> <p>Can pupils orientate and navigate using a map?</p>	
	<b>Why this?</b>	



<p>This unit allows pupils to develop their team work and decision making skills. They work individually, collaboratively in pairs and groups to solve problems and challenges. Children are encouraged to share ideas, create strategies and produce solutions to challenges</p> <p><b>Why now?</b> By learning this, they have the opportunity to apply what they have learnt to their residential in yr6. They can use this as an opportunity to embed and extend their map reading skills and confidence with orientating maps.</p>	
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>-How to use and navigate a map.</li> <li>-To build communication and trust showing an awareness of safety</li> <li>-To work successfully as a team to solve problems</li> <li>-To develop cooperation and teamwork skills</li> <li>-To suggest ideas and listen to others</li> <li>-To use a critical thinking to approach a task</li> <li>-To orientate a map</li> <li>-To navigate around a course using a map</li> <li>-Use a key to identify objects and locations</li> <li>-To develop trust in others, listen to others and follow instructions</li> <li>-To reflect on when and how they were successful at solving challenges, and alter their methods in order to improve.</li> </ul>	<p><b>PE Skills</b></p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
<p><b>Learning Journey Question for Assessment</b></p>	<p>Can pupils work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy?</p> <p>Can pupils show problem solving and critical thinking skills through a range of challenges, working collaboratively and inclusively?</p> <p>Can pupils orientate and navigate using a map?</p>
<p><b>Summer 1</b></p>	
<p><b>Net Wall</b></p> <p>Can pupils work cooperatively, keeping a continuous rally? Can pupils use varied shots, skills and tactics in competitive games?</p>	
<p><b>Why this?</b> This unit provides pupils with the opportunity to improve racket skills and ball control. Children are taught skills to make the game difficult for their opponent.</p>	



<b>Why now?</b> It builds on their skills and knowledge acquired in year 4.		
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>-More competent and confident knowledge of the rules, tactics, strategies, the skills involved and when to apply them.</li> <li>-Embedded and developed understanding of the different strokes including serving, and how to outwit an opponent.</li> <li>-To throw accurately at a target</li> <li>-To use forehand, backhand, volley and overhead shots in games</li> <li>-Understand the need for tactics and use some tactics effectively</li> <li>-To develop a wider range of skills and begin to use these under some pressure</li> <li>-To use the skills they prefer with increasing control and consistency</li> <li>-To play cooperatively with a partner to keep an continuous rally and to compete against others</li> <li>-To understand the rules of the game and use them to play fairly</li> <li>-To understand there are different skills for different situations and begin to use this knowledge</li> <li>-To plan and lead warm ups to prepare for playing safely</li> <li>-To identify strengths and weaknesses in games and suggest ways to improve.</li> </ul>	<p>Hands- Understand the need for tactics and make decision about when best to use them. Pupils should select and apply appropriate tactics and principles and play cooperatively with a partner and as part of a team.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<b>Learning Journey Question for Assessment</b>	Can pupils work cooperatively, keeping a continuous rally? Can pupils use varied shots, skills and tactics in competitive games?



Year	Autumn 1 and Spring 1	
Year 6	<p align="center"><u>Gymnastics</u></p> <p>Autumn 1: Can they create a sequence, which includes changes of levels, direction and speed, using balances and linking movements with good control, precision and fluency? Can they respond to a task within a group, choosing and applying a range of principles?</p> <p>Spring 1: Can they respond to a task within a group, choosing and applying a range of principles and incorporating apparatus effectively?</p>	
	<p><b>Why this?</b> Pupils use and apply their knowledge of compositional principles developed throughout their time at SFJS. For example, how to use variations in level, direction and pathways; how to combine and link actions; how to relate to a partner and apparatus when developing and performing sequences. It introduces them to counter balance and tension which they will practise and refine in Autumn 2.</p> <p><b>Why now?</b> Autumn 1: To develop core skills in order to apply to other areas of physical activity and PE throughout the year. Taught at the start of the year due to not wanting a large gap, and drop in progress since previous gymnastics unit in year 5.</p> <p>Spring 1: Pupils to build, refine and extend gymnastic knowledge and skills from Autumn 1. Pupils to show more confidence, control, fluency and creativity.</p>	
	Substantive Knowledge	PE Skills
	<ul style="list-style-type: none"> <li>-How strength, suppleness, balance, coordination affects performance. How using different parts of the body impacts on balance, coordination and travel</li> <li>-Terminology such as: counter balance, counter tension, matching, mirroring, symmetry, asymmetry and inversion.</li> <li>-How performances can be improved (self and peer assessment).</li> <li>-How participation and performing impacts health, fitness and well-being.</li> <li>-To refine and develop the straddle and forward roll</li> <li>-To understand what counterbalance and counter tension is and can show examples with a partner</li> <li>-To combine and perform gymnastic actions, shapes and balances with control and fluency</li> <li>-To create and perform a more complex sequence using compositional devices to improve the quality</li> <li>-To perform inverted movements with control</li> <li>-To refine the straight, barrel, forward and straddle roll</li> <li>-To lead a small group or whole class through a short warm-up routine</li> </ul>	<p>Hands- Roll technique development, counterbalance, counter tension, group balances, bridge, inverted movement technique development.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>



	<ul style="list-style-type: none"> <li>-To suggest a variety of changes and use feedback to improve a sequence using appropriate vocabulary</li> <li>-To work collaboratively with others to create a sequence</li> <li>-To understand how to work safely when learning a new skill</li> <li>-To understand and explain how this impacts on their health, fitness and well-being.</li> </ul>	
	<b>Learning Journey Question for Assessment</b>	<p>Autumn 1: Can they create a sequence, which includes changes of levels, direction and speed, using balances and linking movements with good control, precision and fluency? Can they respond to a task within a group, choosing and applying a range of principles?</p> <p>Spring 1: Can they respond to a task within a group, choosing and applying a range of principles and incorporating apparatus effectively?</p>
	<b>Autumn 1</b>	
	<b><u>Netwall</u></b>	
	<p>Can pupils keep a continuous rally?</p> <p>Can pupils use varied strokes and select and apply appropriate tactics to outwit and opponent?</p>	
	<p><b>Why this?</b> Pupils can build on and refine their racket skills from year 5, now using a wider range with increased accuracy. This unit enables them to develop their continuous rally skills. Pupils select appropriate actions more independently, creating and using a greater variety of skills and tactics.</p> <p><b>Why now?</b> Inter school competitions. Preparing pupils to use more advanced skills in secondary school. Develop their confidence with applying their knowledge and skills so that they can be more successful in the wide range of physical activity and sports at KS3.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>- Tactical knowledge and awareness of how to outwit an opponent.</li> <li>-To return the ball using forehand and backhand strokes</li> <li>-To hit the ball with a forehand stroke well in games</li> <li>-To use an overhead and volley shot</li> <li>-To send a ball into a space to gain advantage and outwit an opponent</li> <li>-To select and apply a variety of appropriate tactics and principles</li> </ul>	<p>Hands- Send a ball into a space to gain advantage and outwit an opponent. Select and apply a variety of appropriate tactics and principles. Demonstrate good decision making.</p>



	<ul style="list-style-type: none"><li>-To demonstrate good decision making</li><li>-To play effectively and cooperatively with a partner/ in a team</li><li>-To demonstrate good footwork on the court, returning to a ready position to defend own court and cover space in a game situation</li><li>-To use and apply the rules of the game consistently, fairly and honestly</li><li>-To plan practices and warm ups to prepare for playing safely</li><li>-To identify strengths and weaknesses in games and suggest ways to improve.</li></ul>		<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<b>Learning Journey Question for Assessment</b>	<p>Can pupils keep a continuous rally?</p> <p>Can pupils use varied strokes and select and apply appropriate tactics to outwit and opponent?</p>	
	<b>Autumn 2, Summer 2</b>		
	<p><u><b>Dance</b></u></p> <p>Autumn 2: Can they compose dances demonstrating strong movements showing an awareness of music rhythm using different choreographing tools (e.g. formations, timing, dynamics)?</p> <p>Can they work collaboratively and creatively in small groups?</p> <p>Can they use movement to convey ideas, emotions, feelings and characters?</p> <p>Summer 2: Can they compose dances demonstrating strong movements showing an awareness of music rhythm using different choreographing tools (e.g. formations, timing, dynamics)?</p> <p>Can they work collaboratively and creatively in small groups?</p> <p>Can they use movement to convey ideas, emotions, feelings and characters?</p>		
	<p><b>Why this?</b></p> <p>Autumn 2: Pupils will widen their experience to more styles and genres of movement (pupils develop dance choreography to music from Macbeth). They improve their understanding and knowledge by explaining how concepts and ideas connect through mood, gesture and expression. Pupils refine their own and others work using criteria. In addition, pupils will develop &amp; enhance the children’s understanding of the story of Macbeth through creative movement.</p> <p>Summer 2: Build on creative unit from Autumn 1 and apply performance skills to end of year production. Pupils have their last unit of dance where they are able to demonstrate increasing competence, confidence and control whilst working collaboratively with others.</p> <p>Widen their experience to a different culture of dance.</p> <p><b>Why now?</b></p> <p>Autumn 2: Build upon on creative skills from gymnastics in Autumn 1.</p>		



Summer 2: Build upon on creative, movement skills from Dance in Autumn 1.		
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>- Knowledge and understanding of key dance terminology and their effect on performance. For example, how to use motifs and movement patterns to structure dance phrases; how to use compositional tools to create dances in pairs and groups; how to use gesture in performance; and how to adapt and refine actions and dynamics in dance.</li> <li>-How performances can be improved self and peer assessment).</li> <li>-How participation and performing impacts health, fitness and well-being.</li> <li>-Perform with confidence using exaggerated movements</li> <li>-To perform expressively linked dance moves with competence, showing fluency and control</li> <li>-To compose dances working collaboratively and creatively</li> <li>-To refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters</li> <li>-To respond and apply movement to the rhythm of music, considering timings, formation and dynamics</li> <li>-To demonstrate strong imagination, exaggerated dance movements (move with expression) and consistent precision when performing dance sequences</li> <li>-To evaluate, through self and peer assessment using appropriate language and terminology</li> <li>-To communicate clearly a good understanding of the impact of dance patterns to their health and well-being.</li> </ul>	<p>Hands- Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, contrasting, transitions.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<b>Learning Journey Question for Assessment</b>	<p>Autumn 2: Can they compose dances demonstrating strong movements showing an awareness of music rhythm using different choreographing tools (e.g. formations, timing, dynamics)?</p> <p>Can they work collaboratively and creatively in small groups?</p> <p>Can they use movement to convey ideas, emotions, feelings and characters?</p> <p>Summer 2: Can they compose dances demonstrating strong movements showing an awareness of music rhythm using different choreographing tools (e.g. formations, timing, dynamics)?</p> <p>Can they work collaboratively and creatively in small groups?</p> <p>Can they use movement to convey ideas, emotions, feelings and characters?</p>



	<b>Autumn 2, Spring 1, Spring 2</b>	
	<b><u>Invasion Games</u></b>	
	<p>Can pupils apply attacking and defensive skills to a competitive game?</p> <p>Can they show control and fluency when passing, receiving and shooting the ball when under pressure?</p> <p>Can they learn and apply the rules of a game such as footwork, held ball, contact and obstruction?</p>	
	<p><b>Why this?</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, footwork, shooting, spacing, running and dodging. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition in small sided and competitive games. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>It builds on knowledge and understanding from year 5, allowing children to improve their technique for maximum success and giving them the opportunity to now select the appropriate action for the situation.</p> <p><b>Why now?</b></p> <p>Preparing pupils to use more advanced skills in secondary school. Develop their confidence with applying their knowledge and greater range of skills so that they can be more successful in the wide range of physical activity and sports at KS3.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>- The rules of different games and positions (e.g. high 5 netball positions).</li> <li>-Develop strategies for attacking and defensive positions.</li> <li>-Develop their ability to apply their refined skills to an invasion type game, making connections.</li> <li>-Develop understanding of umpiring, refereeing, scoring.</li> <li>-To pass, receive and shoot the ball with accuracy and increasing control under pressure</li> <li>-To select the appropriate action for the situation</li> <li>-To use the rules of the game consistently</li> <li>-To select and apply appropriate tactics and principles to play effectively as part of a team</li> <li>-To create and use space to help my team</li> <li>-To use marking, tackling and/or interception to improve my defence</li> <li>-To select and apply different movement skills to lose a defender and show a more confident awareness of space</li> <li>-To lead a small group through a short warm-up routine</li> </ul>	<p>Hands- Send a ball into a space to gain advantage and outwit an opponent. Select and apply a variety of appropriate tactics and principles. Demonstrate good decision making.</p> <p>Passing, catching, footwork, intercepting, shooting, goal keeping, ball control, turning, tracking, attacking, defending, dodging, tagging.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others.</p> <p>Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>





	-To identify my own and others' strengths and areas for development and can suggest ways to improve.	
	<b>Learning Journey Question for Assessment</b>	Can pupils apply attacking and defensive skills to a competitive game? Can they show control and fluency when passing, receiving and shooting the ball when under pressure? Can they learn and apply the rules of a game such as footwork, held ball, contact and obstruction?
	<b>Spring 2</b>	
	<b><u>Yoga and Fitness</u></b>	
	Can they create a sequence with a range of Yoga movements, linked smoothly, showing good control?	
	<p><b>Why this?</b> To develop pupils understanding of mental health and wellbeing so that they can understand and apply principles to support themselves and others. To improve flexibility, strength and balance.</p> <p><b>Why now?</b> Pupils will be beginning to feel anxious around now as the build-up of SATS assessments begin. Breathing and meditation techniques can be applied widely to outside of PE. They can apply their strong skills in dance and gymnastics to a new type of physical activity.</p>	
	<b>Substantive Knowledge</b>	<b>PE Skills</b>
	<ul style="list-style-type: none"> <li>-Mindfulness, meditation, wellbeing and awareness of the body.</li> <li>-Knowledge of different yoga poses and techniques that will help them to connect their mind and body.</li> <li>-To develop an understanding of yoga and mindfulness</li> <li>-To develop breathing techniques</li> <li>-To develop strength and flexibly through yoga movements</li> <li>-To link yoga poses in order to create and perform yoga flow showing good control, balance and technique</li> <li>-To balance whilst transitioning into yoga poses</li> <li>-To work collaboratively to create a controlled paired yoga flow</li> <li>-To evaluate, through self and peer assessment using appropriate language and terminology</li> <li>-To communicate clearly a good understanding of the impact of yoga to their health and well-being.</li> </ul>	<p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
	<b>Learning Journey Question for Assessment</b>	Can they create a sequence with a range of Yoga movements, linked smoothly, showing good control?



Summer 1		
<u>Athletics</u>		
Can pupils show an improvement in individual performances & in competition with others?		
<b>Why this?</b> It enables pupils to focus on developing their technical understanding of athletic activity. Pupils learn how to set targets and improve their performance in a range of running, jumping and throwing activities. It builds on encouraging children think about how to achieve the greatest speed, height, distance or accuracy.		
<b>Why now?</b> Develop children’s skills in running, jumping and throwing. Intra-house competition.		
Substantive Knowledge		PE Skills
<ul style="list-style-type: none"><li>-What the best pace and principles are for different running events.</li><li>-How to change over a relay baton quickly and successfully.</li><li>-How to show good technique in throwing and jumping for different events</li><li>-How stamina and power help people to perform well in different athletic activities.</li><li>-To choose and apply the best pace for a running event (including speeding up at the end) and challenge themselves with a personal target</li><li>-To use good technique in throwing and jumping with accuracy and success</li><li>-To exchange a baton with good success in a relay team</li><li>-To perform jumps for height and distance using good technique</li><li>-To understand how stamina and power help people to perform well in different athletic activities</li><li>-To evaluate good athletic performance, offering suggestions of how to improve a skill or technique</li><li>-To communicate clearly a good understanding of the impact athletics to their health and well-being</li></ul>		<p>Hands- Pacing, sprinting, stamina, speed, power, strength, relay changeovers, jumping for distance and height, throw for distance</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
Learning Journey Question for Assessment		Can pupils show an improvement in individual performances & in competition with others?
Summer 1		
Striking and Fielding		



Can pupils strike a bowled ball with increasing accuracy and consistency in an intended direction?		
<p><b>Why this?</b> Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p><b>Why now?</b> Summer Inter school competitions. <b>Summer unit.</b> Build, refine and extend skills from year 5- improving accuracy with throwing and batting as well as understanding and applying tactics with greater confidence and success. Preparing pupils to use more advanced skills in secondary school. Develop their confidence with applying their knowledge and skills so that they can be more successful in the wide range of physical activity and sports at KS3.</p>		
<b>Substantive Knowledge</b>		<b>PE Skills</b>
<ul style="list-style-type: none"> <li>-rules of the games, tactics, positions and strategies.</li> <li>- how to use skills, strategies and tactics to outwit the opposition.</li> <li>-To identify strengths and weaknesses in games and suggest ways to improve.</li> <li>-To strike a bowled ball with increasing accuracy and consistency in an intended direction</li> <li>-To understand and apply tactics and strategies in competitive games as a batter, bowler and fielder</li> <li>-To use a wider range of fielding skills within small-sided games with control and consistency</li> <li>-To use the rules of the game consistently and fairly</li> <li>-To lead a small group through a short warm-up routine</li> <li>-To identify their own and others' strengths and areas for development</li> <li>-To suggest ways to improve.</li> </ul>		<p>Hands- Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier, fielding and retrieving a ball.</p> <p>Heart- Communication, cooperation, collaboration, respect, responsibility, inclusion, organising and self-managing games, supporting and encouraging others. Confidence, independence, honesty, perseverance, determination.</p> <p>Head- Observing and providing feedback, selecting and applying skills, evaluating and improving, decision making, planning strategies and using tactics.</p>
<b>Learning Journey Question for Assessment</b>	Can pupils strike a bowled ball with increasing accuracy and consistency in an intended direction?	