**Bromesberrow St. Mary’s Physical Education Long Term Plan.**

At Bromesberrow St. Mary’s school our approach to Physical Education is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for Physical Education ensuring their knowledge and skills are being develop from previous year’s objectives. With this in mind, each half term, the children learn the skills of and gain experience in a different sport, with the effect of health and exercise being highlighted throughout.

**Pre-school:** Children are provided with opportunity to explore and develop their fine and gross motor skills to develop their strength, co-ordination, stability, balance, agility and positional awareness.

**Reception:** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Key stage 1:** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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| National Curriculum Objectives | Pupils should be taught:• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. Perform dances, using simple movement patterns.  |

**Key Stage 2:** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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| National Curriculum Objectives | Pupils should be taught to: • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.• Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team.• Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  |

**Class One (Preschool)**

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| Our Pre-school children have the opportunity through play and repeated opportunities to develop their physical abilities.  |
| Objectives for Pre-School: * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet. (climbing mountain)
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large muscle movements – dancing with flags/ ribbons.
* Take part in group activities, which they make up for themselves or as part of a team.
* Alternate their movements depending on the goal they want to achieve e.g. crawl or run depending on the space available.
* Confidence building in the use of their movements in different scenarios.
* Show a preference for a dominant hand.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one-handed tools and equipment, for example, making snips in paper with scissors.

Games to achieve these objectives: * Obstacle course (jumping small hurdle, climbing threw a hoop, walking along a bench etc).
* Sticky ball (Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor by moving it around the body in different ways) (use different sized balls for challenge).
* Striking and kicking stations.
* Rolling
* Small world play/ gardening.
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| **Vocabulary** Ball, throw, kick, run, jump, dance, balance, crawl, up, down, skip, hop, balance.  |

**Class One (EYFS and Y1)**

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| **Autumn 1**  |
| **Topic: Multi Skills.** **Spatial awareness and ball skills.**  |
| Objectives for Reception: • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Shows a preference for a dominant hand.* Shows some understanding that good practices with regard to exercise can contribute to good health.

Objectives Year 1: * Work cooperatively in a team and follow rules.
* To participate in games with an opposing team.
* Use different movements, running, jumping, throwing, catching.
* Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking).
* Use hands/ feet to control a ball.
* Balance a ball on a racket.
* Dribble a ball.
* Two handed strike (ball/racket).

Games to achieve these objectives: * Traffic light game.
* Relays.
* Obstacle course (jumping small hurdle, climbing threw a hoop, walking along a bench etc).
* Sticky ball (Each child has a medium or large ball to start the lesson. The aim is to prevent the ball from falling to the floor by moving it around the body in different ways).
* Striking and kicking stations.
* Carousal (hop scotch, throw and catch, obstacle cause, running course where they have to carry a ball to then tap at the finish line).
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| **Vocabulary** Space, Safe stopping, pathways, awareness, dodging, direction, control, rolling, accuracy, aiming, balance, opposite foot forward, pace of ball, underarm, sending, receiving, bouncing, tackling, getting in line with the ball,, throwing, catching, kicking,, hands, feet, dribble.  |

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| **Autumn 2**  |
| **Topic: Dance**  |
| Reception: * Experiments with different ways of moving.
* Show movement linked to emotion.

Objectives Year 1: * Copy some moves.
* Move to a beat.
* Develop control of movement using:
* Actions (WHAT) – travel, stretch, twist, turn, jump, and skip.
* Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others.
* Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions.
* Dynamics (HOW) – slowly, quickly, with appropriate expression.
* Link 2 dance moves together.
* Dance to link in with learning theme.
* Move spontaneously showing some control and co-ordination.
* Move with confidence when walking, hopping, jumping, and landing.
* Move with rhythm in the above actions.
* Demonstrate good balance.
* Move in time with music Co-ordinate arm and leg actions (e.g. march and clap).
* Interact with a partner (e.g. holding hands, swapping places, meeting and parting).
* Respond to own work and that of others when exploring ideas, feelings and preferences,
* Recognise the changes in the body when dancing and how this can contribute to keeping healthy.

Ways to achieve these objectives: * Miming – my turn, your turn (could be morning routine actions)
* Bubble game (everyone stays in their space and explores different ways of moving)
* Hoop game (children place a hoop on the floor, whilst the music plays they explore different ways of moving. Once music stops they jump into a hoop. Overtime, take hoops away for children to share hoops).
* Emotion movement (tired, happy, sad, excited, surprised etc).
* Isolate which body part to you e.g toes and hands.
* Use a piece of music and give it a story E.G you’re walking around the park, going on a bear hunt.
* Mirror partners movement.
* Themed dances.
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| **Vocabulary** Space, moving, resting, shake, twist, bend, obstacle, touch, travel, middle, side, corners, parts of the body, nod, mirroring, partner, group, position, emotion, feeling, silently, gently, jump, share, breathing, quickly, slowly, jog, run, hop, skip, walk, march, clap, rhythm, turn, travel, stretch, forward, backwards, sideways, high, low, landing, meeting, parting, exercise, healthy.  |

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| **Spring 1/2**  |
| **Topic: Forest school (Outdoor education)**  |
| Objectives Reception: •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. * Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
* Shows understanding of how to transport and store equipment safely.
* Practices some appropriate safety measures without direct supervision.

Objectives Year 1: * Climbing
* Select appropriate equipment for task.
* Discuss how to solve problems.
* Use of basic tools.
* Managing risk.
* Fine and Gross motor skills developed in natural environment.
* Co-ordination

Ways to achieve these objectives: * Tree Climbing
* Shelter building
* Obstacle course
* Moving logs
* Pass the pine cone
* Tying knots
* Whittling wood
* Animal actions
* Walking and exploring.
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| **Vocabulary** Safely, equipment, tools, climb, balance, jump, climb, aware, knot, carry, obstacles, risk,  |

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| **Summer 1** |
| **Topic: Gymnastics**  |
| Objectives Reception: * Jumps off an object and lands appropriately.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Objectives Year 1: * Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.
* Teach sequence to a partner and perform together.
* Explore the 5 basic shapes: straight/tucked/star/straddle/pike.
* Balance in these shapes on large body parts: back, front, side, and bottom.
* Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
* Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.
* Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
* Balance on one leg and on apparatus.
* Line walk.
* Begin to travel on hands and feet (hands flat on floor and fully extend arms).
* Monkey walk (bent legs and extended arms).
* Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).
* Bunny hop (transfer weight to hands).
* Explore shape in the air when jumping and landing with control (e.g. star shape).
* Continue to develop control in different rolls.
* Pencil roll – from back to front keeping body and limbs in straight shape.
* Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.
* Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.
* Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position).

Ways to achieve these objectives: * Simon says
* Using equipment to travel from high to low.
* Balance using equipment (ball, bean bag).

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| **Vocabulary** Balance, sequence, tuck, pike, straddle, star, walk, roll, jump, travel, straight, front support, back support.  |

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| **Summer 2**  |
| **Topic: Athletics**  |
| Objectives Reception: * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Objectives Year 1: * Show difference in speed between running, jogging and walking.
* Move in and out of obstacles (use different techniques to reach challenges).
* Stop on command.
* Perform 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground.
* Perform combinations of the above.
* Show control at take-off and landing.
* Hop
* Jump for height.
* Throw into targets.
* Perform a range of throwing actions e.g. rolling, underarm, and overarm.
* Describe different ways of throwing.

Ways to achieve these objectives: * Ball into target
* Carousel (ladder run, throwing into target etc)
* Hurdle run
* Bowls
* Lily pad jumps (jump from hoop to hoop in different ways)
* Obstacle game (children think of different ways they can move around or cross the obstacles)
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| **Vocabulary** Run, jog, walk, stop, jump, land two footed, land one footed, take off, landing, hop, height, throw, underarm, overarm, rolling. What are the different ways we can throw?  |

**Class Two (Year 2 and 3)**

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| **Autumn 1** |
| **Topic: Gymnastics**  |
| Objectives Year 2: * Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.
* Teach sequence to a partner and perform together.
* Explore the 5 basic shapes: straight/tucked/star/straddle/pike.
* Balance in these shapes on large body parts: back, front, side, and bottom.
* Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
* Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.
* Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes).
* Balance on one leg and on apparatus.
* Bench walk.
* Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up) and back support (opposite) NB: hands are always flat on floor and fingers point the same way as toes.
* Line walk.
* Begin to travel on hands and feet (hands flat on floor and fully extend arms).
* Monkey walk (bent legs and extended arms).
* Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).
* Bunny hop (transfer weight to hands).
* Explore shape in the air when jumping and landing with control (e.g. star shape). NB: Knees bent on landing.

• Continue to develop control in different rolls. Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.• Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position).Objectives Year 3: * Add a quarter or half turn into a jump before landing.
* Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).
* Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.
* Use a variety of rolling actions to travel on the floor and along apparatus.
* Travel with a partner; move away from and together on the floor and on apparatus.
* Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.
* Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
* Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.
* Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.
* Balance on floor and apparatus exploring which body parts are the safest to use.
* Explore balancing with a partner: facing, beside, behind and on different levels.
* Move in and out of balance fluently.
* Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.
* Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.

Ways to achieves these objectives: * Become zoo animals (how would they travel).
* Use equipment and explore way to travel.
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| **Vocabulary**Y2: Balance, sequence, tuck, pike, straddle, star, walk, roll (names of rolls), jump, travel, straight, front support, back support, strength, Y3: core strength, quarter turn, half turn, stag jump, twist, upper body strength, fluency, speed, sequence, levels, high, medium, low, flow, link, extension, repeat, mirror, symmetrical, asymmetrical.  |
| **Autumn 2**  |
| **Topic: Games (Tennis/Badminton)**  |
| Objectives Year 2: * Hit a ball with some accuracy using a racket.
* Play to a set of rules.
* To participate in games with an opposing team.
* Work cooperatively in a team and follow rules.

Objectives Year 3: * Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Use a small range of basic racket skills.

Ways to achieve these objectives: * Hitting stationary target (change size of target).
* Throwing ball into opposite court side (special awareness of court being gained).
* Children could make up their own net game.
* Tap up tennis.
* Use bigger balls/ lighter rackets if needed.
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| **Vocabulary**Y2- court, rules, net, striking, hitting, opponent, points, racket, forehand, soft shots, hard shots, target.Y3- tactics, defending, backhand, return, court size. |

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| **Spring 1** |
| **Topic: Dance**  |
| Objectives Year 2: • Copy some moves.• Move to a beat. • Develop control of movement using:  - Actions (WHAT) – travel, stretch, twist, turn, jump, skip, gallop, side gallop.  - Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. - Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions. - Dynamics (HOW) – slowly, quickly, with appropriate expression.• Link sequences of dance together. • Dance to link in with learning theme.• Move spontaneously showing some control and co-ordination.• Move with confidence when walking, hopping, jumping, and landing.• Move with rhythm in the above actions.• Demonstrate good balance.• Move in time with music Co-ordinate arm and leg actions (e.g. march and clap).• Interact with a partner (e.g. holding hands, swapping places, meeting and parting).* Respond to own work and that of others when exploring ideas, feelings and preferences.
* Recognise the changes in the body when dancing and how this can contribute to keeping healthy.

Objectives Year 3: * Develop movement using;
* Actions (WHAT); travel, turn, gesture, jump, stillness.
* Space (WHERE); formation, direction and levels.
* Relationships (WHO); whole group/duo/solo, unison/ canon.
* Dynamics (HOW); explore speed, energy Choreographic devices; repetition.
* Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
* Link phrases to music.
* Perform dance to an audience showing confidence.
* Show co-ordination, control and strength (Technical Skills).
* Show focus, projection and musicality (Expressive Skills).
* Demonstrate different dance actions – travel, turn, gesture, jump and stillness.
* Demonstrate dynamic qualities – speed, energy and continuity.
* Demonstrate use of space – levels, directions, pathways and body shape.
* Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.
* Show an awareness of different dance styles and traditions.
* Understand and use simple dance vocabulary.
* Understand why safety is important in the studio.
* Compare and comment on their own and other’s work -strengths and areas for improvement.

Ways to achieves these objectives: * Exploring travel to music.
* Choose a story to read to the children (e.g Gruffalos child) explore the characters and how they would move.
* Weather dance.
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| **Vocabulary**Y2: travel, stretch, twist, turn, jump, skip, gallop, side gallop, move, forward, backwards, sideways, high, low, slow, quick, sequence, balance, control and co-ordination.Y3: gesture, stillness, dynamics, speed, level, direction, pathway, formations, scattered, phrase, question and answer, action words- sway, whirl, spiral, fall, leap, body parts, shape, movement, compose, perform, flow, solo, duo, unison, repetition, expression, mirror.  |
| **Spring 2**  |
| **Topic: Team games (Rugby/Football)** |
| Objectives Year 2: • To participate in games with an opposing team. • Work cooperatively in a team and follow rules. • Be able to control a ball within a game setting (co-ordinating throwing and catching, stopping and kicking) with increasing accuracy. • Use hands/feet to control a ball with increasing accuracy. • Dribble a ball around obstacles. • Play to a set of rules.Objectives Year 3: * Participate in team games.
* Develop simple tactics for attacking and defending
* Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing).
* Bounce a ball on the spot.
* Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Ways to achieve these objectives: * Dribble around obstacle
* Pass between peers (relay style)
* Kick rounder’s
* Chase – balls in the middle. Have to run out then pass back to teammate. Once all the balls have gone, go to other group to steal by dribbling back to team.
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| **Key Vocabulary**Y2- Inside of foot, dribble, pass, backwards, forwards, team, control, feet, hands, stop, kick, rules.Y3- control, attack, defend, tactics, combination, moving off, opponents, space.  |

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| **Summer 1** |
| **Topic: Team games (rounder’s/cricket)**  |
| Objectives Year 2: • To participate in games with an opposing team. • Work cooperatively in a team and follow rules. • Be able to control a ball within a game setting (co-ordinating throwing and catching) with increasing accuracy (over arm, underarm). • Use hands to control a ball with increasing accuracy. • Hit a ball with some accuracy using a bat. • Play to a set of rules.Objectives Year 3: * Participate in team games.
* Develop simple tactics for attacking and defending
* Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) (under arm/ over arm).
* Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Hold a bat correctly.

Ways to achieves these objectives: * Target practice
* 5 bats
* Caterpillar cricket
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| **Vocabulary**Y2: underarm, overarm, throw, base, stumps, underarm bowling, fielders, runs, stop, hitting, target, score, out, Y3: stance, swing, wicket, back stop, close catching, Wicket keeper/backstop, overarm bowling, long barrier stop, two handed pick up and throw, stumped out, bowler, pitch, health, caught out  |
| **Summer 2**  |
| **Topic: Athletics**  |
| Objectives Year 2: * Show difference in speed between running (sprint), jogging and walking.
* Move in and out of obstacles (use different techniques to reach challenges).
* Stop on command.
* Perform 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) with both feet leaving the ground.
* Perform combinations of the above.
* Show control at take-off and landing.
* Hop.
* Jump for height and distance.
* Throw into targets.
* Perform a range of throwing actions e.g. rolling, underarm, and overarm.
* Describe different ways of throwing.
* Throw a bean bag into a given target.
* Explain what is successful and how to improve.

Objectives Year 3: • Run smoothly at different speeds. • Watch and describe specific aspects of running (e.g. what arms and legs are doing).• Recognise and record how the body works in different types of challenges over different distances.• Carry out stretching and warm-up safely• Perform combinations of jumps e.g. hop, step, jump showing control and consistency.• Choose different styles of jumping.• Watch and describe specific aspects of jumping e.g. what arms and legs are doing.• Throw with greater control.• Consistently hit a target with a range of implements.• Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).Ways to achieve these objectives: * Foam javelin.
* Relay race
* Hurdle
* Obstacle race
* Hoop jumps
* Mini Olympics
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| **Key Vocabulary**Y2- run, sprint, jog, walk, body, stop, jump, hop, height, distance, control, take-off, landing, throw, targets, aim, rolling, underarm, overarm.Y3- opposite arm to leg, distance, hop – step – jump, styles, record, measure, time, relay, safety, speed, stamina, power, fast, medium, slow |

**Class Three Year 4, 5 and 6**

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| **Autumn 1** |
| **Topic: Gymnastics**  |
| **Objectives**Objectives Year 4: * Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.
* Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.

• Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.• Explore balancing on combinations e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.• Balance on floor and apparatus exploring which body parts are the safest to use.• Explore balancing with a partner: facing, beside, behind and on different levels.• Move in and out of balance fluently.* Use a variety of rolling actions to travel on the floor and along apparatus.
* Travel with a partner; move away from and together on the floor and on apparatus.
* Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.
* Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
* Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).
* Add a quarter or half turn into a jump before landing.
* Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.
* Continue to develop control in different rolls,
* Pencil roll – from back to front keeping body and limbs in straight shape.
* Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.
* Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.
* Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position).

Objectives Year 5: * Create an imaginative sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.
* Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling, with control and coordination.
* Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.
* Perform balances with control, showing good body tension Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.
* Explore symmetrical and asymmetrical balances on own and with a partner.
* Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).
* Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.
* Perform group balances at the beginning, middle or end of a sequence.
* Consider how to move in and out of these balances with fluency and control.
* Begin to take more weight on hands when progressing bunny hop into hand stand.
* Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.
* Increase the variety of pathways, levels and speeds at which you travel.
* Travel in time with a partner, move away from and back to a partner.
* Make symmetrical and asymmetrical shapes in the air.
* Jump along, over and off apparatus of varying height with control in the air and on landing.
* Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.
* Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.
* Explore symmetry and asymmetry throughout the rolling actions

Objectives Year 6* Perform symmetrical and asymmetrical balances on own and with a partner.
* Use control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).
* Know how to move in and out of these balances with fluency and control.
* Take more weight on hands when progressing bunny hop into hand stand.
* Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement, with increased precision, control and fluency.
* Use different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.
* Use symmetry and asymmetry throughout the rolling actions.

Ways to achieve these objectives: * Carousel of jumps – cards available for children to see what they need to do.
* Apparatus obstacle course (balance).
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| **Vocabulary**Y4- rotation, spin, strength, combine, sequence, jumping, rolling, front support, back support, tuck, pike, straddle, star, stag jump, balance, levels, speed, pencil roll, egg roll, dich roll, forward roll, leaping. Y5- quarter turn, half turn, symmetry and asymmetry, tension, extension, repeat, transition, observe, evaluate, flow, demonstrate, complex, mirroring, fluency, control, bunny hop – handstand, cartwheel, timing, shoulder roll, curled roll, backwards roll, positions. Y6 – counter tension, counter balance, and improvise.  |
| **Autumn 2:**  |
| **Topic: Team games (Tennis/Badminton)**  |
| Objectives for year 4:* Participate in team games.
* Develop and apply simple tactics for attacking and defending.
* Practise skills in isolation and combination (e.g. throwing with greater accuracy, throwing and moving off, backhand, forehand).
* Bounce a ball whilst moving and around obstacles with control.
* Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Objective for year 5: * Participate in team games.
* Develop and apply tactics for attacking and defending.
* Develop techniques of a variety of skills to maximise effectiveness.
* Bounce a ball whilst moving and around obstacles with control.
* Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Reflect on performance and think of how to improve.

Objectives for year 6: * Reflect on performance and think of how to improve, implementing during game time.
* Use and apply tactics and strategies for attacking and defending.
* Use techniques of a variety of skills to maximise effectiveness.

ABC (Agility, Balance, Co-ordination). Ways to achieve these objectives: * Forehand Rally
* Backhand rally
* Wall targets
* Court targets
* Volley ball
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| **Vocabulary**Y4- Under arm feeding, forehand, returning, backhand, court, side step, light feet, soft knees, racket, volley. Y5- ready position, swing through, serving, court position, serve, footwork, high serve, short serve, forehands, drop shot, net shot, doublesY6- agility, hand-eye coordination, smash, reflect, evaluate, rally.  |
| **Spring 1:**  |
| **Topic: Dance**  |
| **Objectives**Objectives Year 4: * Develop movement using;
* Actions (WHAT); travel, turn, gesture, jump, stillness.
* Space (WHERE); formation, direction and levels.
* Relationships (WHO); whole group/duo/solo, unison/ canon.
* Dynamics (HOW); explore speed, energy Choreographic devices; motif and repetition.
* Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
* Link phrases to music.
* Create dances/phrases to communicate an idea.
* Perform dance to an audience showing confidence.
* Show co-ordination, control and strength (Technical Skills).
* Show focus, projection and musicality (Expressive Skills).
* Demonstrate different dance actions – travel, turn, gesture, jump and stillness.
* Demonstrate dynamic qualities – speed, energy and continuity.
* Demonstrate use of space – levels, directions, pathways and body shape.
* Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.
* Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.
* Plan and perform a movement sequence showing contrasts in speed/level and direction,
* Show an awareness of different dance styles and traditions.
* Understand and use simple dance vocabulary.
* Understand why safety is important in the studio.
* Compare and comment on their own and other’s work -strengths and areas for improvement.

Objectives Year 5: * Show an awareness of different dance styles, traditions and aspects of their historical/social context.
* Understand and use dance vocabulary.
* Compare and evaluate their own and others’ work.
* Demonstrate dynamic qualities – speed, energy, continuity, rhythm.
* Demonstrate use of space – levels, directions, pathways, size and body shape.
* Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.
* Show co-ordination, control, alignment, flow of energy and strength (Technical Skills).
* Show focus, projection, sense of style and musicality (Expressive Skills).
* Perform dance to an audience showing confidence and clarity of actions.
* Can describe own dance and provide feedback to others.
* Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.
* Select appropriate movement material to express ideas/thoughts/feelings.
* Develop movement using;
* Actions (WHAT); travel, turn, gesture, jump, stillness.
* Space (WHERE); formation, direction, level, pathways.
* Relationships (WHO); solo/duo/trio, unison/canon/ contrast.
* Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden).
* Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse).
* Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.

Objectives Year 6 (follow year 5 along with the below): • From observations of others, can you describe constructively how to refine, improve and modify performance.• Refine own performance in response to others and self-analysis.Ways to achieve these objectives: * Pick a theme linked to something in the news to develop dance to.
* Have the opportunity to watch other people completing the dances.
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| **Vocabulary**Y4- Movement, space, dynamics, relationships, travel, turn, gesture, jump, stillness, formation, direction and levels, whole group/duo/solo, unison/ canon,speed, energy, motif, repetition, beginning, middle, end, energy, expression, continuity, level, direction, pathway, body shape, mirroring, unison, canon, complementary & contrasting, plan, perform, Y5/Y6- styles, traditions/social contexts, emotions, compare, evaluate, co-ordination, alignment, focus, projection, confidence, transitions, actions.  |

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| **Spring 2** |
| **Topic: Team games (Tag Rugby, Football, Netball)**  |
| **Objectives:** Objectives Year 4: * Participate in team games.
* Develop and apply simple tactics for attacking and defending.
* Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off, kicking/passing).
* Bounce a ball whilst moving and around obstacles with control.
* Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.

Objectives Year 5: * Participate in team games.
* Develop and apply tactics for attacking and defending.
* Develop techniques of a variety of skills to maximise effectiveness.
* Bounce a ball whilst moving and around obstacles with control.
* Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Reflect on performance and think of how to improve.

Objectives Year 6: * Participate in team games.
* Use and apply tactics and strategies for attacking and defending.
* Use techniques of a variety of skills to maximise effectiveness.
* Bounce a ball using both hands whilst moving and around obstacles with control, changing speed and direction.
* Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Reflect on performance and think of how to improve, implementing during game time.
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| **Vocabulary**Y4: Chest pass, shoulder pass, bounce pass, backwards, forwards, try, footwork, positions, dodge, shooting, defending, attacking, change direction, tagging, dribble, passing, accuracy, control, accuracy, inside of foot.Y5/ Y6: Pivot, three second rule, Faint Dodge, Sprint Dodge, Double Dodge, Spin Dodge, Non-contact, Obstruction rule, formations, tactics, decision making, evading   |
| **Summer 1**  |
| **Topic: Rounder’s/Cricket** Objectives Year 4: * Participate in team games.
* Develop and apply simple tactics for attacking and defending.
* Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy, throwing and moving off).
* Develop an understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* To hold a bat correctly and show increasing ability to make contact with a bowled ball.
* Bowl ball underarm.

Objectives Year 5: * Participate in team games.
* Develop and apply tactics for attacking and defending.
* Develop techniques of a variety of skills to maximise effectiveness.
* Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.
* Reflect on performance and think of how to improve.
* To throw with increasing accuracy.
* Make contact with a bowled ball.
* Bowl ball over arm an underarm.
* Control speed of ball when bowling.
* Throw a ball over arm to a target.

Objectives Year 6: * Participate in team games.
* Use and apply tactics and strategies for attacking and defending.
* Use techniques of a variety of skills to maximise effectiveness.

Apply understanding of fair play (respecting: decisions, teammates and opponents) play to rules.* Reflect on performance and think of how to improve, implementing during game time.
* Manipulate the placement of the ball when hitting to hit into space.
* Bowl ball over arm and underarm with accuracy.
* Intentional control speed and direction of ball when balling.
* Make a successful manoeuvre to catch when fielding.
* Throw a ball overarm, consistently reaching target.
* Stop a ball using a range of techniques including long barrier.
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| **Vocabulary**Y4: underarm, overarm, contact, bowl, back stop, wicket keeper, fielders, Y5/6: spin bowl, long barrier, space, direction, speed, accuracy.  |

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| **Summer 2** |
| **Topic: Athletics** |
| Objectives Year 4: * Run smoothly at different speeds.
* Choose different styles of running for different distances.
* Pace and sustain efforts over longer distances.
* Watch and describe specific aspects of running (e.g. what arms and legs are doing).
* Recognise and record how the body works in different types of challenges over different distances.
* Carry out stretching and warm-up safely
* Perform combinations of jumps e.g. hop, step, jump showing control and consistency.
* Choose different styles of jumping.
* Watch and describe specific aspects of jumping e.g. what arms and legs are doing.
* Throw with greater control.
* Consistently hit a target with a range of implements.
* Watch and describe specific aspects of throwing (e.g. what arms and legs are doing).
* Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus).
* Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance).

Objectives Year 5:* Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.
* Organise small groups to SAFELY take turns when throwing and retrieving implements (Guidance).
* Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others (Guidance).
* Perform combinations of jumps e.g. hop, step, jump showing control and consistency.
* Watch and describe specific aspects of jumping e.g. what arms and legs are doing. Reflect on improving.
* Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.
* Run smoothly at different speeds.
* Choose different styles of running for different distances.
* Pace and sustain efforts over longer distances.
* Watch and describe specific aspects of running (e.g. what arms and legs are doing).
* Recognise and record how the body works in different types of challenges over different distances.
* Carry out stretching and warm-up safely
* Perform relay change overs accurately.
* Set realistic targets over short and longer distance.
* Identify strengths.

Objectives Year 6: • Run smoothly at different speeds. • Choose different styles of running for different distances. • Pace and sustain efforts over longer distances. • Watch and describe specific aspects of running (e.g. what arms and legs are doing).• Recognise and record how the body works in different types of challenges over different distances.• Carry out stretching and warm-up safely and explain how they help. • Perform relay change overs accurately. • Set realistic targets over short and longer distance. • Identify strengths as a performer and others.* Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.
* Set realistic targets for self, when jumping for distance or height.
* Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.
* Organise small groups to SAFELY take turns when throwing and retrieving implements
* Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others.

Ways to achieve objectives: * Javelin
* Long jump/ triple jump
* Discuss
* Shot putt
* Mini Olympics (heptathlon)
* Relays
* Push throw targets
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| **Vocabulary**Y4: running, throwing, jumping, athletic sports, control, co-ordination, speed, height, distance, relay. Y5: reaction time, stamina, power, vertical jump, pull throw, push throw, change over in relay. Y6: fling throw, heave throw, hurdles, endurance, and horizontal jump. |

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| **Topic: Swimming**  |
| Objectives * Swim competently, confidently and proficiently over a distance of **at least** 25 metres
* A continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids.
* Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because ‘competence’ and ‘proficiency’ can’t be assured if the swim takes place in shallow water only.
* The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress.
* The stroke or strokes are recognisable to an informed onlooker.
* Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
* Perform safe self-rescue in different water based situations: staying safe around water, recognising hazards, beach flags, flotation, treading water, signal for help, huddle position, heat escape lessening position (HELP), conserving energy.

Ways to achieve these objectives: * Enter and exit the water
* Flotation
* Submerging
* Rotating from back to front and front to back and regaining an upright position
* Pushing and gliding
* Aquatic breathing
* Survival and self-rescue skills: treading water, Heat Escape Lessening Position (HELP), huddle position, floating and resting in the water, attracting attention, swimming in clothes.
* Water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags and warning signs.
* What to do if others get into difficulty: stay safe: shout, signal; throw, do not go into the water, raising the alarm 999.

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| **Vocabulary**25metres, 15 metres, continuous, front crawl, breast stroke, back stroke, hazards, 999, HELP (Heat Escape Lessening Position), flotation, submerging, flags, breathing, gliding, pushing, alarm, environments, rotating, shout, signal, warning, Huddle position, floating, resting, attention, enter and exit, safety, hazards.  |