

PE Subject Curriculum Overview

When Forest School is part of enrichment, 1 further PE session is needed; this may mean the timings of units change during the year.

Year group		Autumn		Spring		Summer	Outdoor and Adventurous
EYFS	Cycle A	<u>You and me</u> How can we share our school experiences with our families?	<u>Let's Celebrate</u> How can we create a performance for our families?	<u>Let's Visit</u> How can we show our families and friends the places we'd like to visit?	<u>Ship Ahoy</u> How can we discover the history and secrets of the sea?	<u>On Show</u> How can we retell a favourite story to our friends and family?	
	Cycle B	<u>You and me</u> How can we share our school experiences with our families?	<u>Let's Celebrate</u> How can we create a performance for our families?	<u>Say hello to community Heroes</u> How can we say thank you to the people that help us?	<u>It's a Magical World</u> How can we transform an area of our school into a magical world?	<u>We love Books</u> How can we tell people about our favourite story?	
<p>Children in EYFS will have exposure to resources and teaching opportunities across the EYFS journey to enable them to work towards the early learning goals. These are not mapped out across the challenge packs as the children's interests and child-initiated opportunities directs the learning.</p> <p>Physical development Gross Motor skills- Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;">3-4 year olds:</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p style="text-align: center;">Reception:</p> <p>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</p>							
Year 1	<p style="text-align: center;">DANCE</p> <p><i>Children will copy, repeat and explore actions linked with the Great Fire of London (BBC Teach) Retelling the story through</i></p>		<p style="text-align: center;">GYM</p> <p><i>Children will explore gymnastic movements (rolling, jumping, balancing, travelling*) and then create simple sequences alone and with a partner. Pupils will then evaluate and offer suggestions on how to improve their performance.</i></p> <p><i>*Jumps: straight, jumping jacks, half turns.</i></p>		<p style="text-align: center;">ATHLETICS</p> <p><i>Pupils will develop their control and coordination through a range of running, jumping and throwing techniques. They will describe and comment on their own performance and how they could improve.</i></p>		<p style="text-align: center;">OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p>For an 18-week period during the year, children will engage in Forest School</p>

	<p>Dance. They will develop control and co-ordination.</p> <p>GAMES INVASION Games - target games, cones, hoops etc) <i>Pupils will develop sending and receiving attacking and be introduced to simple tactics.</i></p> <p>Receiving – trapping and receiving by hand/foot Passing – passing with improving accuracy (hand/foot) small groups</p> <p>Attacking – dribbling with increased touches, shooting with accuracy</p>	<p>*Rolls; curled side roll, log roll, teddy bear roll, rocking forward roll and crouched forward roll.</p> <p>*Travelling hopscotch, skip, forwards, backwards, galloping.</p> <p>*Balance; patch and point balances on various parts of the body including back support, dish balance.</p> <p>GAMES Net games</p> <p><i>Pupils will develop balls skills through a range of games. They will describe and comment on their own performance and how they could improve.</i></p> <ul style="list-style-type: none"> • <i>Moving forwards/backwards/sideways around the court and selecting the best position for a shot</i> • <i>Developing knowledge of when to strike a ball</i> • <i>Refine Forehand techniques with self-feed and develop backhand techniques with self feed</i> • <i>One on one hand tennis passive rallies focusing on movement.</i> 	<p>Running <i>Running for speed over short distances</i> <i>Jumping over low hurdles</i> <i>Leap bounce and jump in different ways</i></p> <p>Jumping <i>Vertical jumping – bending knee, using arms</i></p> <p>Throwing <i>Overarm throw technique at a target</i></p> <p>GAMES STRIKING games <i>Pupils will develop ball skills in a range of games and describe and comment on their own performance and how they could improve.</i></p> <ul style="list-style-type: none"> • <i>Running between mark points</i> • <i>striking off a cones</i> • <i>Bat grip</i> • <i>Bat and move technique</i> • <i>Catching position/cushioning throw W hand position</i> • <i>Underarm throwing</i> 	<p>sessions, where physical activity will be part of every session.</p> <p>Children will play and take part in a range of child-initiated activities including following routes using clues. During this time children will have 1 PE session a week.</p> <p>Dependent on the Enrichment timetable there may be some movement on activities during the year.</p>
	<p>Coverage: P1.1a P1.1b P1.2b P1.2c, P1.2d P1.3b</p>	<p>Coverage: P1.2a P1.2c P1.2d P1.3b. P1.3a, P1.4a</p>	<p>Coverage: P1.1b P1.3a P1.3b</p>	<p>Coverage: <u>P1.2e</u></p>
<p>Year 2</p>	<p>DANCE <i>Children will change level of speed and direction and copy, repeat and explore actions linked to a Ourselves/Christmas/Autumn unit.</i></p> <p>GAMES - Invasion GAMES</p>	<p>GYM <i>Children will explore gymnastic movements (rolling, jumping, balancing, travelling*) and then create simple sequences. Pupils will then evaluate and then offer suggestions on how to improve their performance.</i></p> <p>*Jumps: straight, jumping jacks, half turns.</p>	<p>ATHLETICS <i>Pupils will continue to develop control and coordination through a range of running, jumping and throwing techniques. They will describe and evaluate on their own performance and how they could improve.</i></p> <p>Running</p>	<p>OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p>For an 18-week period during the year, children will engage in Forest School sessions, where physical activity will be part of every session.</p>

	<p>INVASION Games (benchball/throwing games, football) Pupils will develop sending and receiving attacking and defending and basic compositional ideas.</p> <p>Receiving – trapping and receiving by hand/foot, position, spacious awareness, cushioning</p> <p>Passing – passing with increased accuracy (hand/foot), passing on the move, increased distances</p> <p>Attacking – dribbling with increased control, changing direction on command, shooting with accuracy and power</p> <p>Defending – closing down space, intercepting</p>	<p><u>*Rolls; curled side roll, log roll, teddy bear roll, rocking forward roll and crouched forward roll.</u></p> <p><u>*Travelling hopscotch, skip, forwards, backwards, galloping.</u></p> <p><u>*Balance; patch and point balances on various parts of the body including back support, dish balance,</u></p> <p>Net GAMES (Mini Tennis)</p> <p>Pupils will continue to develop hitting, striking and balls skills through a range of games. As well as improving knowledge of position. They will describe and comment on their own performance and how they could improve.</p> <ul style="list-style-type: none"> • Select and move to ready position forwards, backwards, sideways • Develop greater control and accuracy when striking from self feed • One on one hand tennis passive rallies focusing on movement and position 	<p>26 - longer sprints (building to 60m), transfer baton over short distance Running and jumping low hurdles Improve speed, agility and quickness – eg ladder drills</p> <p>Jumping Standing jump using arms to propel (Knowledge – run with a jump is 1 foot, stationary jump is 2 footed)</p> <p>Throwing Over arm throw for distance</p> <p>GAMES STRIKING games (cricket skills) Pupils will develop ball skills in a range of games and describe and comment on their own performance and how they could improve.</p> <ul style="list-style-type: none"> • Straight off drive and then from bounce • Developing skills of catching on the move • One handed scoop, pick up and throw • Stance behind the stumps and receiving ball without moving backwards 	<p>Children will play and take part in a range of child-initiated activities including following routes using clues. During this time children will have 1 PE session a week.</p> <p>Dependent on the Enrichment timetable there may be some movement on activities during the year.</p>
	<p><u>Coverage:</u> P1.1a P1.1b P1.2a P1.2d P1.3a P1.3b P1.4a P1.2c</p>	<p><u>Coverage:</u> P1.2b P1.2c P1.3b. P1.1a P1.2c</p>	<p><u>Coverage:</u> P1.1b P1.3a, P1.2c, P1.1a</p>	<p><u>Coverage:</u> P1.2e</p>
<p>Year 3</p>	<p>DANCE</p> <p>Linked to work in Geography, children will explore and recreate movements using themes such as Environment, Earth and Natural disasters as their inspiration. They will apply moves such as twists, turns, steps with control and coordination. They will be able to evaluate and make improvements to their performances.</p> <p>SWIMMING (Y3)</p>	<p>GYM</p> <p>Children will consolidate gymnastic movements (rolling, jumping, balancing, travelling*) and then create sequences. Pupils will then evaluate and then offer suggestions on how to improve their performance.</p> <p><u>*Jumps; star jump, straddle jump, pike jump, cat leap, straight with full turn, cat leap with half turn.</u></p>	<p>ATHLETICS</p> <p>Children will support their development of control of coordination including sprinting techniques, push and pull throws and jumping for height and distance. Children will be introduced to running over obstacles and explore passing and receiving a baton in relay. Pupils will suggest improvements to their own work and work of others.</p>	<p>OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p>For an 18-week period during the year, children will engage in Forest School sessions, where physical activity will be part of every session.</p> <p>Children will play games, set out rules for safety follow a route on a map and</p>

	<p><i>Pupils will attend weekly swimming lessons, where they will develop their confidence and proficiency in the water aiming to swim a distance of at least 25 meters.</i></p> <p style="text-align: center;">GAMES - Invasion GAMES (Netball/hockey)</p> <p><i>Pupils will continue to vary compositional ideas of play through games. Children will have the opportunity to devise their own rules during a game including rules for safety. Children will apply control and coordination with movements such as receiving, passing, attacking and defending. They will continue to develop their understanding of tactics and will start to vary how they respond.</i></p> <p><i>Receiving – moving into space, consistency of receiving, variety of balls</i></p> <p><i>Passing – passing with increased accuracy over medium distances (hand/foot), passing on the move and moving away from opponents.</i></p> <p><i>Attacking – shielding the ball from opponent, position of body between opponent and ball</i></p> <p><i>Defending – begin to track opponent, develop an awareness of the ball, body position</i></p>	<p><u><i>*Rolls; forward from standing, tuck backward roll, straddle forward and backward roll.</i></u></p> <p><u><i>*Travelling; building on KS1 to include half turns, classic step, side steps and various speeds and height.</i></u></p> <p><u><i>*Balance; Building on point and patch balances, front support, side support, shoulder stand and headstand with tuck legs.</i></u></p> <p style="text-align: center;">GAMES Net games (mini volleyball) Pupils to refine and improve striking and ball skills. As well as improving knowledge of position for shots. They will describe and comment on their own performance and how they could improve.</p> <ul style="list-style-type: none"> • <i>Developing awareness of position within the court to take a shot</i> • <i>Develop ball control and hand position/body position with volley shot, hand serve and aim</i> • <i>Can strike with improving consistency from self serve</i> • <i>Rallies with partners and small group games</i> <p style="text-align: center;">SWIMMING (Y3)</p> <p><i>Pupils will continue to attend weekly swimming lessons, where they will continue to develop their confidence and proficiency in the water aiming to swim a distance of at least 25 meters. They will also focus on using a range of strokes effectively (front, back and breaststroke) and work towards performing a safe self-rescue in different water situations.</i></p>	<p style="text-align: center;">Running <i>Sprinting over 60m – use of arms, standing start, running to the end (refining techniques)</i> <i>Low hurdles- running between hurdles, one footed jumping (beginning to use lead legs)</i></p> <p style="text-align: center;">Jumping <i>Vertical and standing jumps, refining techniques, use of arms to improve, bending knees, body position</i></p> <p style="text-align: center;">Throwing <i>From a short run up – technique (Javelin)</i></p> <p style="text-align: center;">SWIMMING (Y3)</p> <p><i>Pupils will continue to attend weekly swimming lessons, where they will continue to develop their confidence and proficiency in the water aiming to swim a distance of at least 25 meters. They will focus on using a range of strokes effectively (front, back and breaststroke) and work towards performing a safe self-rescue in different water situations.</i></p> <p><i>Pupils who were not confident and proficient swimming at a distance of 25 meters at the end of Y3 will continue to attend weekly swimming to achieve their national curriculum expectation.</i></p> <p style="text-align: center;">GAMES STRIKING games (Rounders) <i>Pupils will build on their ball skills developing their accuracy and consistency in a range of games. They will describe and comment on their own performance and how they could improve.</i></p> <ul style="list-style-type: none"> • <i>Hit the ball and run with increased speed</i> • <i>Improving consistency and accuracy when catching</i> • <i>Developing skills when catching high ball</i> 	<p>develop an understanding of how physical activity is good for their health and wellbeing.</p> <p>During this time children will have 1 PE session a week.</p> <p>Dependent on the Enrichment timetable there may be some movement on activities during the year.</p>
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			<ul style="list-style-type: none"> • <i>Introducing long barrier techniques (blocking)</i> • <i>Developing overarm throwing techniques</i> • <i>Bowling with increased accuracy</i> 	
	<p><u>Coverage:</u> P2.1b. P2.2b P1.5a P2.3a P2.3b P2.4a, P2.1c, P2.2a, P2.2c</p>	<p><u>Coverage:</u> P2.1a P2.2b P2.2e P2.2c P2.3b P1.5b P2.5a</p>	<p><u>Coverage:</u> P2.1a P2.2e P2.4a P2.5a, P1.5a, P1.5b</p>	<p><u>Coverage:</u> P2.2d P2.2e P2.4a</p>
Year 4	<p>DANCE</p> <p><i>Linked to work in Geography and Music, children will explore and recreate movements using Samba Carnival as their inspiration. They will apply moves such as twists, turns, steps with greater control and coordination. They will be able to evaluate and make improvements to their performances. This could be incorporated to a final performance for challenge pack outcome.</i></p> <p>GAMES - Invasion GAMES (mini football, basketball)</p> <p><i>Pupils will build on their understanding of attacking and defending through a range of games. Children will apply increased control and coordination with movements such as passing, receiving. Children will have the opportunity to devise their own rules during a game, considering rules for safety. Children will evaluate their performance and make improvements as they go and develop their awareness and application of tactics.</i></p> <p><i>Receiving – moving into space, consistency of receiving distances, variety of balls, signalling for the ball</i></p> <p><i>Passing – passing with increased accuracy over short and medium distances (hand/foot), passing on the move and moving away from opponents.</i></p>	<p>GAMES</p> <p>Net games (tennis)</p> <p><i>Pupils to refine and improve striking and ball skills. As well as improving knowledge of position for shots. They will describe and comment on their own performance and how they could improve.</i></p> <ul style="list-style-type: none"> • <i>Improving awareness of position within the court eg. Moving between net and baseline as well as centre of court</i> • <i>Improved consistency and control of the ball such as bounce ball, forehand and backhand</i> • <i>Can strike with improving consistency from self feed (forehand and backhand) and strike from partner feed</i> • <i>Singles rallies</i> <p>GYMNASTICS</p> <p><i>Children will consolidate gymnastic movements (rolling, jumping, balancing, travelling*) and then create sequences. Pupils will then evaluate and offer suggestions on how to improve their performance.</i></p> <p><u>*Jumps; star jump, straddle jump, pike jump, cat leap, straight with full turn, cat leap with half turn.</u></p> <p><u>*Rolls; forward from standing, tuck backward roll, straddle forward and backward roll.</u></p>	<p>ATHLETICS</p> <p><i>As part of their NICER challenge (within Cycle B) outcome, children will run and plan the sports Day (linking to Olympic/Commonwealth games) including the need for warm up and cool down and other specific rules for safety</i></p> <p><i>Children will continue to develop their control and coordination including sprinting techniques, push and pull throws and jumping for height and distance. Children will develop effective technique for running over obstacles and continue to explore passing and receiving a baton in relay. Pupils will suggest improvements to their own work and work of others.</i></p> <p>Running <i>Middle distance, pacing and sprinting with good form</i></p> <p><i>Relay, transferal of baton whilst moving</i> Sprinting technique – use of arms, hip to lip, dip at end <i>Low hurdles, refining technique- use of lead leg and using arms.</i></p> <p>Jumping <i>Running long jump – hitting board at speed, use of arms for speed and distance, body position on flight</i></p> <p>Throwing</p>	<p>OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p><i>For an 18-week period during the year, children will engage in Forest School sessions, where physical activity will be part of every session.</i></p> <p><i>Children will play games, set out rules for safety follow a route on a map and develop an understanding of how physical activity is good for their health.</i></p> <p><i>During this time children will have 1 PE session a week.</i></p> <p><i>Dependent on the Enrichment timetable there may be some movement on activities during the year.</i></p>

	<p>Attacking – shielding the ball from opponent, position of body between opponent and ball to retain possession</p> <p>Defending – begin to track opponent, develop an awareness of the ball, body position in relation to opponents.</p>	<p>*Travelling; building on KS1 to include half turns, classic step, side steps and various speeds and height.</p> <p>*Balance; Building on point and patch balances, front support, side support, shoulder stand and headstand with tuck legs.</p>	<p>Refine technique in throwing with a run up- understand that run up adds momentum Introduce one handed push throw technique (with bean bag) - shot put</p> <p>GAMES STRIKING games (cricket) Pupils will build on their ball skills developing their accuracy and consistency in a range of games. They will describe and comment on their own performance and how they could improve.</p> <ul style="list-style-type: none"> • Striking to the offside • Consolidate calling and running and striking to the offside. • Improving consistency and accuracy when catching and over increasing distance • Developing skills when catching high ball • Introducing long barrier techniques (blocking) • Developing overarm throwing techniques • Bowling with increased accuracy and developing pace 	
	<p>Coverage: P2.1a, P2.1b, P2.3b P1.5a, P1.5b (P3.2f) P2.1c, P2.2a, P2.2c</p>	<p>Coverage: P2.1c, P2.2a, P2.2c, P2.3a, P2.3b, P1.5a, P1.5b, P2.5a</p>	<p>Coverage: P2.2e, P2.5a, P2.1b, P2.1c</p>	<p>Coverage: P2.2d P2.2e P2.4a</p>
<p>Year 5</p>	<p>DANCE</p> <p>Children to use strictly come dancing as their inspiration to explore several dance styles* e.g., Jive. Children will continue to link techniques with increased precision, control and fluency. They will compose their own routine, which will be refined and improved self or peer assessment.</p> <p>*Dance Themes: - Jive - Halloween Week</p>	<p>GAMES. (Volleyball)</p> <p>Building on previous skills and understandings of movement and position, children will apply and further develop their knowledge and skills in a range of net games. They will plan tactics to use during competitive play- pairs, teams. Also, children will evaluate to modify and refine their performance.</p>	<p>ATHLETICS</p> <p>Building on from knowledge and techniques gained, pupils will modify, action and refine their athletics disciplines including running for speed, push and pull throws, jumping for height and distance and passing a baton in relay. They will also develop their techniques for running over obstacles and for distance. Based on their own performances, children will set their own goals and targets when completing athletic activities.</p> <p>Running</p>	<p>OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p>For an 18-week period during the year, children will engage in Forest School sessions, where physical activity will be part of every session.</p> <p>Children will play games, set out rules for safety and will be able to explain why</p>

- Charleston
- Quickstep
- Line dancing
- Rock and Roll (1950s)
- Movie Theme (Eg. Greatest Showman)

INVASION GAMES.
(Hockey, netball)

Building on previous skills and understandings of tactics, children will apply and further develop their knowledge and skills in a range of games. They will plan tactics to use during competitive play. Also, children will evaluate to modify and refine their performance.

Receiving – Moving away from opponent, consistency of receiving

Sending – passing first time, develop skills of running onto a pass

Attacking- 4 v 3, deception to 'trick' opponents

Defending – Coping with fewer players eg. 4 v 3, developing knowledge of players position.

- *Play doubles and small teams – beginning to move in response to partner*
- *Introduce a wider range of shot techniques; volley, dig, spike*
- *Maintain rally with chosen strokes – see above*
- *Introduced to new serving (eg overarm for tennis, in air serve volleyball)*
- *Signalling to partners /team members(calling) when playing doubles/teams*
- *Developing knowledge of when to move to the net/different court positions*

GYM

Children will link gymnastic movements (rolling, jumping, balancing, travelling) appropriately and accurately. Their combined techniques and ideas will show precision, control and fluency. Pupils will modify and refine sequences before performing them to others.*

*Jumps; continue to build on jumps from 3 & 4, include stag jumps, split leaps, stag leaps and cat leap with a full turn.

Travelling; Incorporate half turns, full turns, pivots with increasing control.

Rolls; consolidate LSK2 rolls then progress pike forward, dive forward roll, backward forward roll to standing pike and backward roll to standing pike.

Balances; building on LKS2, including headstands with varied legs, cartwheels and cartwheels with a round off.

OTHER CURRICULAR LINKS:

Longer distances – introduce running bend techniques

Relays – transferring batons – alternate hands, facing forwards

Refine and consolidate and refine hurdling technique, lead leg, running between hurdles, incorporating sprint skills

Crouch start

Jumping

Consolidate and refine long jump technique, board accuracy, speed in run up, body position and landing

Throwing

Throw with a running up – following through adjusting for sufficient space
Consolidate one handed push throw shot put) technique – under chin, weight transferal, hold position (fingers not palm)

GAMES

STRIKING games
(rounders)

Pupils will build on their ball skills developing their accuracy and consistency in a range of games. They will describe and comment on their own performance and how they could improve.

- Begin to use feet to adjust position when batting.
- Increased speed when turning between bases.
- Catch high balls with increased consistency and accuracy and develop skills when catching overhead balls. Developing footwork when catching overhead and in front.
- Chase and retrieve balls.
- Introducing ball grip to make the ball move in different ways.
- Releasing ball to first base.

regular, safe exercise is good for fitness and health.

During this time children will have 1 PE session a week.

Dependent on the Enrichment timetable there may be some movement on activities during the year.

		<p><i>In both Year 5 & 6 in PSHE, children will learn about healthy choices and will set personal targets and goals linked to their fitness and health.</i></p> <p><i>In Year 5 linked to Science, pupils will explain how their body reacts during specific types of exercise and they will gain an understanding on why exercise is good for fitness and health.</i></p>		
	<p>Coverage: P3.1b, P3.2a, P3.2f, P3.3a, P3.3b, P3.4b, P3.2d, P3.2b, P3.2c</p>	<p>Coverage: P3.1b, P3.2b, P3.3a, P3.3b, P3.1a, P3.4c</p>	<p>Coverage: P3.2b, P3.1b, P3.4a, P3.4c, P3.4b, P3.2e, P3.3c, P3.3b</p>	<p>Coverage: <u>P3.4c</u></p>
Year 6	<p><u>DANCE</u></p> <p><i>With a focus on Street Dance pupils will link techniques appropriately with precision, control and fluency. They will create and compose their own routine using the skills that they have learnt. They will evaluate and comment on their own or others street dance performances to refine and improve their own performance.</i> <i>(BBC Teach street dance masterclass)</i></p> <p><u>GAMES</u> (football, basketball)</p> <p><i>Building on previous skills and understandings of tactics, children will apply and further develop their knowledge and skills in a range of games. They will plan tactics to use during competitive play. Also, children will evaluate to modify and refine their performance.</i></p> <p>Receiving – Moving away from opponent, consistency of receiving, receiving on half turn</p> <p>Sending – passing first time, understanding/timing of when to run onto passes</p>	<p>GAMES. (Tennis)</p> <p><i>Building on previous skills and understandings of movement and position, children will apply and further develop their knowledge and skills in a range of net games. They will plan tactics to use during competitive play- pairs, teams. Also, children will evaluate to modify and refine their performance to improve position, accuracy, ball control, power.</i></p> <ul style="list-style-type: none"> • <i>Play singles and doubles move in response to partner</i> • <i>Select and use a appropriate grips for forehand /backhand shots (backhand can be two handed)</i> • <i>Maintain rally with chosen strokes – volleys, backhand with increase accuracy</i> • <i>Refine and develop serving techniques (eg overarm for tennis, in air serve volleyball)</i> • <i>Signalling to partners (calling) when playing doubles/teams</i> • <i>Developing knowledge of when to move to the net and the shots appropriate to win the point</i> 	<p><u>ATHLETICS</u></p> <p><i>Building on from knowledge and techniques gained, pupils will modify, action and refine their athletics disciplines including running for speed, push and pull throws, jumping for height and distance and passing a baton in relay. They will also develop their techniques for running over obstacles and for distance. Based on their own performances, children will set their own goals and targets when completing athletic activities.</i></p> <p>Running <i>Consolidate and refine running styles and techniques, appropriate for their event- consider pace, start, baton changes, use of arms, running bends etc</i> Take over techniques <i>Hurdle with lead legs and opposite arms to balance, stride patterns (between hurdles)</i></p> <p>Jumping <i>Triple jump – same foot, other foot, both</i> Comparing long jumping technique – improve and refine <i>Investigate how plyometric jumping eg standing speed jumps develop power</i></p> <p>Throwing</p>	<p>OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p>For an 18-week period during the year, children will engage in Forest School sessions, where physical activity will be part of every session.</p> <p>Children will play games, set out rules for safety follow a route using compass directions and are able to explain why regular, safe exercise is good for fitness and health.</p> <p>During this time children will have 1 PE session a week.</p> <p>Dependent on the Enrichment timetable there may be some movement on activities during the year.</p>

	<p>Attacking- 4 v 3, deception to 'trick' opponents, develop use full area of play</p> <p>Defending – Coping with fewer players eg. 4 v 3, increase awareness position of players and using this knowledge to intercept/regain possession.</p>	<p style="text-align: center;"><u>GYM</u></p> <p><i>Children will link gymnastic movements (rolling, jumping, balancing, travelling*) appropriately and accurately. Their combined techniques and ideas will show precision, control and fluency. Pupils will modify and refine sequences before performing them to others.</i></p> <p><u>*Jumps; continue to build on jumps from 3 & 4, include stag jumps, split leaps, stag leaps and cat leap with a full turn.</u></p> <p><u>Travelling; Incorporate half turns, full turns, pivots with increasing control.</u></p> <p><u>Rolls; consolidate LSK2 rolls then progress pike forward, dive forward roll, backward forward roll to standing poke and backward roll to standing pike.</u></p> <p><u>Balances; building on LKS2, including headstands with varied legs, cartwheels and cartwheels with a round off.</u></p> <p style="text-align: center;">OUTDOOR AND ADVENTUROUS ACTIVITIES</p> <p><i>Children will engage in a range of outdoor and adventurous activities, including high walks, climbing walls, water sports as well as following a route using compass directions. Search and rescue. (Laches Wood Residential)</i></p> <p style="text-align: center;"><u>OTHER CURRICULAR LINKS:</u></p> <p><i>In both Year 5 & 6 in PSHE, children will learn about healthy choices and will set personal targets and goals linked to their fitness and health.</i></p>	<p><i>Select appropriate techniques for particular throws and explain why they apply these.</i></p> <p><i>Improve and refine their techniques (of shot /javelin/discus)</i></p> <p style="text-align: center;"><u>GAMES</u></p> <p style="text-align: center;"><u>STRIKING games (cricket)</u></p> <p><i>Pupils will build on their ball skills developing their accuracy and consistency in a range of games. They will describe and comment on their own performance and how they could improve.</i></p> <ul style="list-style-type: none"> • Select and use feet to adjust position when batting • Increased speed when turning between wickets • Range of throws with consistency and accuracy and make appropriate footwork selections • Chase and retrieve balls • select ball grip to make the ball move in different ways 	
	<p style="text-align: center;"><u>Coverage:</u> P3.1a, P3.2b, P3.2a, P3.2f.</p>	<p style="text-align: center;"><u>Coverage:</u> P3.2b, P3.2c, P3.2d, P3.3a, P3.3b, P3.4a P3.4b P3.4c P3.3c</p>	<p style="text-align: center;"><u>Coverage:</u> P3.2b P3.1b P3.4c P3.4b P3.2e P3.3c P3.3b</p>	<p style="text-align: center;"><u>Coverage:</u> <u>P3.4c</u></p>