Seaford Primary School

Physical Education Programmes of Study

EYFS Physical Development Progression - Moving and Handling and Health and Self-Care

Pre School N2 –3-4yrs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development PE Gross Motor Fine Motor	I will know how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I will know how to begin matching my developing physical skills to tasks and activities in the setting. I will know how to go up steps and stairs, or climb	I will know how to be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. I will know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a	I will know (with support) how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. I will know how to use one-handed tools and equipment, for example, making snips in paper with scissors. I will know how you use a comfortable	I will know how to be increasingly independent as I get dressed and undressed I will know how to be increasingly independent in meeting my own care needs, e.g., using the toilet, washing and drying my hands thoroughly. I will know how to make healthy	I will know how to be independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands I will know how to go up steps and stairs, or climb up apparatus, using alternate feet	I will know how to be independent and helps to get dressed and undressed I will know how to make healthy choices about food, drink, activity and tooth brushing I will know how to develop my small motor skills so that I can use a range of tools competently,

	up apparatus, using alternate feet. I will know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. I will know how to use large muscle movements to wave flags and streamers, paint and make marks.	small hole dug with a trowel. I will know how to eat independently and learning how to use a knife and fork.	grip with good control when holding pens and pencils. I will know how to show a preference for a dominant hand	choices about food, drink, activity. I will know how to start taking part in some group activities which I make up for myself, or in teams.	I will know how to use large-muscle movements to wave flags and streamers, paint and make marks I will know how to continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills I will know how to eat independently and use a knife and fork I will know how to use a comfortable	safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I will have an awareness of safety and manage own risks I will know how to match developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank,

					grip with good control when holding pens and pencils	depending on its length and width. I will know how to work with others to manage large items, like moving along a plank safely and carrying large hollow blocks. I will know how to effectively use onehanded tools and equipment, for example, use screwdrivers and hammers and cut along a line I will know how to begin to write letters or marks that

						can be recognised

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Skills: Physical Development PE Gross Motor Fine Motor	I will know how to use a dominant hand. (Au1) I will know how to begin to form recognisable letters which are formed correctly. (Au1) I will know how to use climbing equipment safely and competently. (Au1)	I will begin to use anticlockwise movement and retrace vertical lines. (Au2) I will know how to use climbing equipment safely and competently. (Au2) I will know how to negotiate space	I will show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1) I will be able to balance and coordinate safely. (Sp1) I will know how to negotiate space effectively. (Sp1)	I will know how to handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)	I will know how to use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)	I will know how to show good control and coordination in large and small movements. (Su2)

	I will know how to begin to negotiate space effectively. (Au1)	effectively. (Au2)				
Reception Knowledge: Physical Development PE Gross Motor Fine Motor	I will know which hand to write with. (Au1) I will know how to use the trim trail safely. (Au1) I will know how to use scissors effectively. (Au1)	I will know how to make anticlockwise movement and retrace vertical lines. (Au2) I will know how to use the trim trail safely. (Au2) I will know how to use scissors effectively. (Au2)	I will know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) I will know how to use scissors effectively. (Sp1)	I will know why it is important to handle different apparatus safely. (Sp2) I will know how to use scissors effectively. (Sp2)	I will know how to form lower case and capital letters correctly. (Su1) I will know how to use scissors effectively. (Su1)	I will know how to handle a range of equipment and tools effectively. (Su2) I will know how to use scissors effectively. (Su2)

Physical Development Early Learning Goals

Gross Motor Skills

- I will know how to:
    - negotiate space and obstacles safely, with consideration for myself and others.
    - Demonstrate strength, balance and coordination when playing.
    - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- I will know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- I will know how to use a range of small tools, including scissors, paint brushes and cutlery.
- I will begin to show accuracy and care when drawing.

Year 1 Objectives

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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
- Handwriting:
    - Sit correctly at a table, holding a pencil comfortably and correctly.
    - Begin to form lower case letters in the correct direction, starting and finishing in the right place.
    - Form capital letters.
    - Form digits 0-9.
    - Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.

Years 1-6

The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

Personal PE 1	This objective focuses on the individual's ability to stay on task and consistently persevere. It will look at how children embrace challenges and how well they act upon feedback, make improvements and take control of their own learning.
Social PE 2	This objective focuses on the individual's ability to work with others. It looks at how well children are able to give feedback including praise and how sensibly they can work together. This objective assesses the child's ability overall to lead others and develop into a real team player.
Cognitive PE 3	This objective assesses how pupils review, analyse and evaluate their own and others' strengths and weaknesses and how they read and react to different game situations as they develop.
Creative PE 4	This objective focuses on the individual's ability to observe, copy, explore and describe different movements. The individual will be assessed on how they can compare and link movements together. The objective assesses how children respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from others.
Applying Physical PE 5	This objective assesses how effectively pupils can transfer skills and movements across a range of activities and sports. It focuses on how the children perform a variety of skills consistently and effectively in challenging or competitive situations.

Health and Fitness PE 6	This objective focuses on being able to explain the benefits of exercise and how to practise safely before, during and after. It also focuses on the individual being able to explain how to exercise and choose appropriate activities for themselves.

Subject: PE Skills Development

	Yr1	Y2
Personal & PE 1 - How pupils react to challenges and show resilience.	Pupils will learn to enjoy working on simple tasks with help and learn to follow instructions.	Pupils will learn to persevere several times if at first they don't succeed and learn to ask for help when appropriate.
Social PE 2 - How pupils work as part of a team and as a leader.	Pupils will learn to play with others and take turns and share with help. Pupils will begin to learn how to work sensibly with others, taking turns and sharing.	Pupils will begin to learn how to work sensibly with others, taking turns and sharing. Pupils will learn how to help, praise and encourage others in their learning.
Cognitive PE 3 - Pupils ability to self and peer assess	Pupils will begin to learn to understand and follow simple rules. Pupils can name some things they are good at.	Pupils can begin to order instructions, movements and skills. With help, they can recognise similarities and differences in performance explaining why someone is working /performing well.
Creative PE 4 - Pupils ability to observe and copy movements and their ability to use their imagination to create movement or strategies.	Pupils will begin to learn to explore and describe different movements and observe and copy others.	Pupils can begin to compare movements and skills with those of others. Pupils can select and link movements together to fit a theme.

Applying Physical PE 5 - How pupils can transfer skills from one sport to another.	Pupils learn to perform a single skill or movement with some control. Pupils will learn how to perform a small range of skills and link two movements together.	Pupils will learn to perform a range of skills with some control and consistency. Pupils will learn to perform a sequence of movements with some changes in level, direction or speed.
Health and Fitness PE 6 - Pupils to understand how exercise affects the body.	Pupils will begin to become aware of the changes to the way they feel when they exercise and explain why exercise is good for their health.	Pupils will learn how to say how their body feels before, during and after exercise. Pupils will learn how to use equipment appropriately and move and land safely

	Y3	**Y4**	**Y5/6**
Personal PE 1 How pupils react to challenges and show resilience.	Pupils will begin to know where they are with their learning and will have begun to challenge themselves.	Pupils will know where they are with their learning and will take part in challenges showing resilience.	Pupils will be able to cope well and react positively when things become difficult. Pupils will persevere with a task and improve their performance through regular practice.
Social PE 2 - How pupils work as part of a team and as a leader.	Pupils will begin to show patience and support others, listening carefully to them about our work. They will be happy to show and tell them about their ideas.	Pupils will show patience and support others, listening carefully to them about our work. They will be happy to show and tell them about their ideas.	Pupils will be able to cooperate well with others and give helpful feedback. They will be able to help organise roles and responsibilities and guide a small group through a task.

Cognitive PE 3 - Pupils ability to self and peer assess	Pupils will begin to understand the simple tactics of attacking and defending. Pupils will begin to learn to explain what they are doing well and begin to identify areas for improvement.	Pupils will understand the simple tactics of attacking and defending. They will explain what they are doing well and begin to identify areas for improvement.	Pupils will understand ways (criteria) to judge performance and identify specific parts to continue to work upon. They will use their awareness of space and others to make good decisions.
Creative PE 4 Pupils ability to observe and copy movements and their ability to use their imagination to create movement or strategies.	Pupils will begin to learn how to make up their own rules and versions of activities. Pupils can begin to respond differently to a variety of tasks or music. Pupils can begin to recognise similarities and differences in movements and expression.	Pupils can make up my own rules and versions of activities. Pupils will learn to respond differently to a variety of tasks or music. Pupils will learn to recognise similarities and differences in movements and expression.	Pupils will learn to link actions and develop sequences of movements that express their own ideas. Pupils learn how to change tactics, rules or tasks to make activities more fun or challenging.

Applying Physical PE 5 - How pupils can transfer skills from one sport to another.	Pupils will begin to be able to perform and repeat longer sequences with clear shapes and controlled movement. They will begin to select and apply a range of skills with good control and consistency.	Pupils will be able to perform and repeat longer sequences with clear shapes and controlled movement. They will select and apply a range of skills with good control and consistency.	Pupils will perform a variety of movements and skills with good body tension. They will be able to link actions together so that they flow in running, jumping and throwing activities.

Health and Fitness PE 6 - Pupils to understand how exercise affects the body.	Pupils will begin to be able to describe how and why their body changes during and after exercise. They will begin to be able to explain why they need to warm up and cool down.	Pupils will be able to describe how and why their body changes during and after exercise. They will explain why they need to warm up and cool down.	Pupils will describe the basic fitness components and explain how often and how long they should exercise to be healthy. They will be able to record and monitor how hard they are working.

Primary Fundamental Skills

	Y1	Y2
Static Balance 1 leg (Skill 1)	**1 leg** On both legs: 1. Stand still for 10 seconds.	**1 leg** On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.
Seated Balance (Skill 2)	**Seated Balance** 1.Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	**Seated Balance** 1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.
Floor work (Skill 3)	**Floor Work** 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.	**Floor Work** 1. Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in miniback support.
Stance (Skill 4)	**Stance** 1. Stand on line with good stance for 10 seconds.	**Stance** 1. Stand on low beam with good stance for 10 seconds.

Dynamic Balance On a line (Skill 5)	**<u>On a Line</u>** 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	**<u>On a Line</u>** 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.
Jumping and Landing (Skill 6)	**<u>Jumping & Landing</u>** 1. Jump from 2 feet to 2 feet forwards, backwards and side to-side.	**<u>Jumping & Landing</u>** 1. Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).
Counter Balance In pairs (Skill 7)	**<u>In Pairs</u>** 1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	**<u>In Pairs</u>** 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.
Coordination Sending and receiving (Skill 8)	**<u>Sending & Receiving</u>** 1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 3. Throw large ball and catch the rebound with 2 hands.	**<u>Sending & Receiving</u>** 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally.

Ball Skills (Skill 9) Footwork (Skill 10)	**Ball Skills** 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. **Footwork** 1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. Skip	**Ball Skills** 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. **Footwork** 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left).
Agility Ball Chasing (Skill 11) Reaction and Response (Skill	**Ball Chasing** 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. **Reaction & Response** From 1, 2 and 3 metres:	**Ball Chasing** 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. **Reaction & Response** From 1, 2 and 3 metres:

12)	1. React and catch large ball dropped from shoulder height after 2 bounces. React and catch large ball dropped from shoulder height after 1 bounce.	1. React and catch tennis ball dropped from shoulder height after 1 bounce.

	Y3	Y4	Y5	Y6
Static Balance 1 leg (Skill 1)	**<u>1 leg (Skill 1)</u>** **<u>On both legs:</u>** 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions		**<u>1 leg</u>** **<u>On both legs:</u>** 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	
Seated Balance (Skill 2)	**<u>Seated Balance</u>** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds		**<u>Seated Balance</u>** 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds.	
Floor work (Skill 3)	**<u>Floor work</u>** 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support.		**<u>Floor work</u>** 1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support.	

Stance (Skill 4)	3. Transfer cone on and off back in front support. **Stance** 1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. Catch ball at chest height and throw it back.	3. Transfer tennis ball on and off tummy in back support. **Stance** 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. Catch small ball thrown close to and away from body
Dynamic Balance On a line (Skill 5) Jumping and Landing (Skill 6)	**On a Line** 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. **Jumping & Landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. Complete a tucked jump with 180° turn in either direction.	**On a Line** 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed. **Jumping & Landing** 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5.

		Jump 1 foot to other sideways, raising knee and freeze on landing.
Counter Balance In pairs (Skill 7)	**<u>In Pairs</u>** 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. Perform above challenges with eyes closed.	**<u>In pairs</u>** 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. Stand on 1 leg while holding on to partner's opposite foot
Coordination Sending and receiving (Skill 8) Ball Skills (Skill 9)	**<u>Sending & Receiving</u>** 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. **<u>Ball Skills</u>** In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.	**<u>Sending & Receiving</u>** 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions. **<u>Ball Skills</u>** In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.

Footwork (Skill 10)	**Footwork** 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.	**Footwork** 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.
Agility Ball Chasing (Skill 11) Reaction and Response (Skill 12)	**Ball Chasing** 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball. **Reaction & Response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.	**Ball Chasing** 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction. **Reaction & Response** From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.

Units of Work

Year 1				
Unit/ No. Lessons	**Knowledge Content: What will the children know at the end of this unit that they didn't know before?**	**Skill development: How they will show and apply their knowledge**	**Why Do We Teach This Here? (prior learning to assess sticky knowledge + feed forward)**	**Assessment opportunities of sticky knowledge**
Unit 1 Personal	**Pupils will know:** ● How to try several times if at first they don't succeed they ask for help when appropriate. ● How to follow instructions, practise safely and work on simple tasks by themselves. ● How to enjoy working on simple tasks with help.	**Skill 10- Footwork** Side-step in both directions. **Skill 1- leg** On both legs: 1. Stand still for 10 seconds. PE 1	This is the first skill that every year group will be focusing on. This is in order to support further skill development as the year progresses. The skills are carefully placed in order to build the foundation for all the other units.	**Lesson 1:** teachers will observe pupils footwork and balancing skills to understand their starting point **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 2 Social	**Pupils will know:** • How to praise and encourage others in their learning. • How to work sensibly with others, taking turns and sharing. • How to play with others and take turns and share with help.	**<u>Skill 6- Jumping & Landing</u>** 1. Jump from 2 feet to 2 feet forwards, backwards and side to-side. **<u>Skill 2- Seated Balance</u>** 1.Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down. PE 2	This is the second unit of the year and will help children develop their social skills and progress from working by themselves more to working with others and in groups. The children need to be taught how to work with others in order to successfully take part in team sport.	**Lesson 1** Teachers will complete a whole class baseline assessment of Dynamic Balance to Agility- Jumping and Landing and also seated balance. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.
Unit 3 Cognitive	**Pupils will know:** • How to begin to order instructions, movements and skills. With help they can recognise similarities and differences in performance and they can explain why someone is working or performing well. • How to understand and	**<u>Skill 5-On a Line</u>** 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble. **<u>Skill 4- Stance</u>** 1. Stand on line with good stance for 10 seconds.	This is the next unit of the year and it starts to prepare children to follow movements and develop their thinking skills. This unit guides children to work in pairs and groups and supports them to question and explain. The children here begin to develop rules and give tactics to help in team games.	**Lesson 1** Teachers will complete assessment of ability to balance on a line, jumping and landing on a line and correct athletic stance. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills

	follow simple rules and can name some things they are good at. • How to follow simple instructions.	PE 3		they have been taught.
Unit 4 Creative	**Pupils will know:** • How to begin to compare their movements and skills with those of others. • How to select and link movements together to fit a theme. • How to explore and describe different movements. • How to observe and copy other.	**Skill 9- Ball Skills** 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. **Skill 11- Ball Chasing** 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	This lesson is a way to develop the skills in previous lessons. The children will be continuing to work in groups or in pairs but they will also be sharing their own ideas.	**Lesson 1** Teachers will complete a baseline assessment of counter balance and ball skills. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		PE 4		
Unit 5 Applying Physical	**Pupils will know:** • How to perform a range of skills with some control and consistency. • How to perform a sequence of movements with some changes in level, direction or speed. • How to perform a single skill or movement with some control. How to perform a small range of skills and link two movements together. • How to move confidently in different ways.	**Skill 8-Sending & Receiving** 1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands. **Skill 12- Reaction & Response** From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. React and catch large ball dropped from shoulder height after 1 bounce. PE 5	This lesson focuses on using all the skills and connecting them together. The children will be taking part in team sport style lessons with some elements of competition against themselves mostly. The children will have opportunities to perform what they have done to the class.	**Lesson 1** Teachers will complete a whole class baseline to assess agility and coordination for sending and receiving balls. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 6 Health & Fitness	**Pupils will know:** • How to say how their body feels before, during and after exercise. How to use equipment appropriately and move and land safely. • How to be aware of why exercise is important for good health. • How to be aware of the changes to the way they feel when they exercise.	**Skill 11- Ball Chasing** 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. **Skill 3 Floor Work** 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support. PE 6	This is the final unit of the year and it is taught here to embed all the skills and use these in more advanced game opportunities. The children will be learning the basics for keeping healthy and safe and how to look after their bodies.	**Lesson 1** Teachers will do a whole class baseline to assess agility for ball chasing and static balance on the floor. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Year 2				
Unit/ No. Lessons	**Knowledge Content** **What will the children know at the end of this unit that they didn't know before?**	**Skill development - how they will show and apply their knowledge**	**Why Do We Teach This Here? (prior learning to assess sticky knowledge + feed forward)**	**Assessment opportunities of sticky knowledge**
Unit 1 Personal	**Pupils will know:** ● How to explain where they are with learning and begin to challenge themselves. ● How to try several times if at first they don't succeed and ask for help when appropriate. ● How to follow instructions, practise safely and work on simple tasks by myself.	**Skill 10 Footwork** 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with the knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). **Skill 1 1 leg** On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats. PE 1	This is the first skill that every year group will be focusing on. This is in order to support further skill development as the year progresses. The skills are carefully placed in order to build the foundation for all the other units. This is a progression from Y1 as they are beginning to challenge themselves.	**Lesson 1:** teachers will observe pupils footwork and balancing skills to understand their starting point **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 2 Social	**Pupils will know:** ● How to show patience and support others, listening well to them about our work. How to be happy to show and tell others about their ideas. ● How to help praise and encourage others in their learning. ● How to work sensibly with others, taking turns and sharing.	**Skill 6** **Jumping & Landing** 1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). **Skill 2** **Seated Balance** 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds. PE 2	This is the second unit of the year and will help children develop their social skills and progress from working by themselves more to working with others and in groups. The children need to be taught how to work with others in order to successfully take part in team sport. The children will be learning how to support other children and develop patience.	**Lesson 1** Teachers will complete a whole class baseline assessment of Dynamic Balance to Agility-Jumping and Landing and also seated balance. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 3 Cognitive	**Pupils will know:** ● How to understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. ● I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. ● I can understand and follow simple rules and can name some things I am good at.	**Skill 5** **On a Line** 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom. **Skills 4** **Stance** 1. Stand on low beam with good stance for 10 seconds. PE 3	This is the next unit of the year and it builds on the work from Year 1. Children learn to follow movements and develop their thinking skills. They are encouraged to identify how to improve. This unit guides children to work in pairs and groups and supports them to question and explain. The children here begin to develop rules and give tactics to help in team games.	**Lesson 1** Teachers will complete assessment of ability to balance on a line, jumping and landing on a line and correct athletic stance. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 4 Creative	**Pupils will know:** ● How to make up my own rules and versions of activities. How to respond differently to a variety of tasks or music and how to recognise similarities and differences in movements and expression. ● How to begin to compare my movements and skills with those of others. How to select and link movements together to fit a theme. How to explore and describe different movements	**Skill 9** **Ball Skills** 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. **Skill 7** **In pairs** 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot. PE 4	This lesson is a way to develop the skills in previous lessons. The children will be continuing to work in groups or in pairs but they will also be sharing their own ideas.	**Lesson 1** Teachers will complete a baseline assessment of counter balance and ball skills. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 5 Applying Physical	**Pupils will know:** ● How to perform and repeat longer sequences with clear shapes and controlled movement. How to select and apply a range of skills with good control and consistency. ● How to perform a range of skills with some control and consistency. How to perform a sequence of movements with some changes in level, direction or speed. ● How to perform a single skill or movement with some control. How to perform a small range of skills and link two movements together.	**Skill 8** **Sending & Receiving** 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions. **Skill 12** **Reaction & Response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce. PE 5	This lesson focuses on using all the skills and connecting them together. The children will be taking part in team sport style lessons with some elements of competition. The children will have opportunities to perform what they have done to the class. This will be built up from Year 1 lessons as they will need to perform longer sequences with developed control.	**Lesson 1** Teachers will complete a whole class baseline to assess agility and coordination for sending and receiving balls. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 6 Health & Fitness	**Pupils will know** ● How to describe how and why their body feels during and after exercise. How to explain why we need to warm up and cool down. ● How to say how their body feels before, during and after exercise. ● How to use equipment appropriately and move and land safely. ● How to be aware of the changes to the way they feel when they exercise. .	**Skill 11** **Ball Chasing** 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. **Skill 3** **Floor Work** 1. Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in miniback support. PE 6	This is the final unit of the year and it is taught here to embed all the skills and use these in more advanced game opportunities. The children will be learning the basics for keeping healthy and safe and how to look after their bodies.	**Lesson 1** Teachers will do a whole class baseline to assess agility for ball chasing and static balance on the floor. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Year 3				
Unit/ No. Lessons	**Knowledge Content** **What will the children know at the end of this unit that they didn't know before?**	**Skill development - how they will show and apply their knowledge**	**Why Do We Teach This Here?** **(prior learning to assess sticky knowledge + feed forward)**	**Assessment opportunities of sticky knowledge**
Unit 1 Personal	**Pupils will know:** ● How to cope well and react positively when things become difficult. How to persevere with a task and how to improve my performance through regular practice. ● How to say where I am with my learning and I have begun to challenge myself. ● How to try several times if at first I don't succeed and ask for help when appropriate.	**Skill 10 Footwork** 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards. **Skill 1- 1 leg On both legs:** 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats.	This is the first unit that every year group will be focusing on. This is in order to support further skill development as the year progresses. The skills are carefully placed in order to build the foundation for all the other units. This is a progression from Key Stage 1 as they are beginning to challenge themselves more and can continue to react more positively to changes.	**Lesson 1:** teachers will observe pupils footwork and balancing skills to understand their starting point **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		3. Complete 5 ankle extensions PE 1		
Unit 2 Social	**Pupils will know:** ● How to cooperate well with others and give helpful feedback. How to help organise roles and responsibilities and how to guide a small group through a task. ● How to show patience and support others, listening well to them about our work. How to show and tell others about their ideas. I can help praise and encourage others in their learning.	**Skill 6 - Jumping & Landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction. **Skill 2 Seated Balance** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds PE 2	This is the second unit of the year and will help children develop their social skills and progress from working by themselves more to working with others and in groups. The children need to be taught how to work with others in order to successfully take part in team sport. The children will be learning how to support other children and develop patience. This is a clear progression from Year 2 as the children need to be more organised.	**Lesson 1** is where teachers will complete a whole class baseline assessment of Dynamic Balance to Agility- Jumping and Landing and also seated balance. **Lesson 6** is an assessment opportunity to revisit the skill from lesson 1 and analyse progress.

Unit 3 Cognitive	**Pupils will know:** ● How to understand ways (criteria) to judge performance and identify specific parts to continue to work upon. How to use their awareness of space and others to make good decisions. ● How to understand the simple tactics of attacking and defending. How to explain what they are doing well and they begin to identify areas for improvement. ● How to begin to order instructions, movements and skills. With help they can recognise similarities and differences in performance and they can explain why someone is working or performing well.	**Skill 5: On a Line** 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. **Skill 9: Ball Skills** In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.PE 3	This is the next unit of the year and it builds on the work from Key Stage 1. Children learn to follow movements and develop their thinking skills. They are encouraged to identify how to improve. This unit guides children to work in pairs and groups and supports them to question and explain. The children here begin to develop rules and give tactics to help in team games. This is taught here because their personal and social skills have been developed .	**Lesson 1** Teachers will complete a baseline assessment of dynamic balance on a line and ball skills. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 4 Creative	**Pupils will know:** ● How to link actions and develop sequences of movements that express their own ideas. How to change tactics, rules or tasks to make activities more fun or challenging. ● How to make up their own rules and versions of activities. How to respond differently to a variety of tasks or music and how to recognise similarities and differences in movements and expression. ● How to begin to compare movements and skills with those of others. How to select and link movements together to fit a theme.	**Skill 8 - Ball Skills** In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. **Skill 7 -In Pairs** 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.	This unit is a way to develop the skills in previous lessons. The children will be continuing to work in groups or in pairs but they will also be sharing their own ideas.	**Lesson 1** Teachers will complete a whole class baseline assessment of counter balance in pairs and coordination focused on sending and receiving. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		3. Perform above challenges with eyes closed. PE 4		

Unit 5 Applying Physical	**Pupils will know:** ● How to perform a variety of movements and skills with good body tension. How to link actions together so that they flow in running, jumping and throwing activities. ● How to perform and repeat longer sequences with clear shapes and controlled movement. How to select and apply a range of skills with good control and consistency. ● How to perform a range of skills with some control and consistency. How to perform a sequence of movements with some changes in level, direction or speed.	**Skill 12 - Reaction & Response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. **Skill 3 - Floor work** 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support. PE 5	This unit focuses on using all the skills and connecting them together. The children will be taking part in team sport style lessons with some elements of competition. The children will have opportunities to perform what they have done to the class. This will be built up from Year 2 lessons as they will need to perform longer sequences with developed control.	**Lesson 1** Teachers will complete a whole class baseline to assess agility (reaction and response) and floor work. **Lesson 6** is an assessment opportunity to see the outcome from the first lesson and analyse progress or areas of weakness in the class.

Unit 6 Health & Fitness	**Pupils will know:** • How to describe the basic fitness components and explain how often and how long they should exercise to be healthy. How to record and monitor how hard they are working. • How to describe how and why their body feels during and after exercise. I can explain how we need to warm up and cool down. • How to say how their body feels before, during and after exercise. • How to use equipment appropriately and move and land safely.	**Skill 11 - Ball Chasing** 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball. **Skill 4 Stance** 1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times.	This is the final unit of the year and it is taught here to embed all the skills and use these in more advanced game opportunities. The children will be learning the basics for keeping healthy and safe and how to look after their bodies.	**Lesson 1** Teachers will complete a whole class baseline to assess agility and coordination for sending and receiving balls and athletic stance. **Lesson 6** in a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		4. Catch ball at chest height and throw it back. PE 6		

Year 4				
Unit/ No. Lessons	**Knowledge Content** **What will the children know at the end of this unit that they didn't know before?**	**Skill development - how they will show and apply their knowledge**	**Why Do We Teach This Here?** **(prior learning to assess sticky knowledge + feed forward)**	**Assessment opportunities of sticky knowledge**
Unit 1 Personal	**Pupils will know:** ● How to cope well and react positively when things become difficult. How to persevere with a task and improve their performance through regular practice. ● How to judge where they are with their learning and begin to challenge themselves. ● To try several times if at first they don't succeed and to ask for help when appropriate.	**Skill 10 - Footwork** 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards. **Skill 1 -1 leg On both legs:** 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions PE 1	This is the first skill to be taught here to build on the previous learning from other years. The children at this point understand more about their own learning and where they need to go. They will be able to extend their own learning and remember which skill they are focusing on.	**Lesson 1:** teachers will observe pupils' coordination and balance on one leg to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 2 Social	**Pupils will know:** ● How to cooperate well with others and give helpful feedback. How to help organise roles and responsibilities and how to guide a small group through a task. ● How to show patience and support others, listening well to them about our work. How to show and tell about their ideas. ● How to help praise and encourage others in their learning.	**Skill 6** - **Jumping & Landing** 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction. **Skill 2 - Seated Balance** 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds PE 2	This is the second unit of the year and will help children develop their social skills and progress from working by themselves more to working with others and in groups. The children at this point take on more roles within groups and develop leadership. The children will be learning how to support other children and develop patience. This is a clear progression from Year 3 as the children need to be more organised.	**Lesson 1:** teachers will observe pupils Dynamic Balance to Agility- Jumping and Landing and also seated balance to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 3 Cognitive	**Pupils will know:** • How to understand ways (criteria) to judge performance and identify specific parts to continue to work upon. How to use their awareness of space and others to make good decisions. • How to understand the simple tactics of attacking and defending. How to explain what they are doing well and begin to identify areas for improvement. • How to begin to order instructions, movements and skills. With help they will know how to recognise similarities and differences in performance and explain why someone is working or performing well.	**Skill 5 On a Line** 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. **Skill 11 Ball Skills** In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. 4. PE 3	This is the next unit of the year and it builds on the work from Key Stage 1 and Year 3. Children learn to follow movements and develop their thinking skills. They are encouraged to identify how to improve. This unit guides children to work in pairs and groups and supports them to question and explain. The children here begin to develop rules and give tactics to help in team games. This is taught here because their personal and social skills have been developed	**Lesson 1:** teachers will observe pupils ability to balance on a line and their static balance to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 4 Creative	**Pupils will know:** • How to link actions and develop sequences of movements that express their own ideas. How to change tactics, rules or tasks to make activities more fun or challenging. • How to make up their own rules and versions of activities. How to respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression. • How to begin to compare my movements and skills with those of others. How to select and link movements together to fit a theme.	**Skill 8 Sending & Receiving** 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. **Skill 7 In Pairs** 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed. PE 4	This unit is a way to develop the skills in previous lessons. The children will be continuing to work in groups or in pairs but they will also be sharing their own ideas. This is taught here because the children are ready to create their own rules and respond to a variety of tasks.	**Lesson 1:** teachers will observe pupils' ability to counter balance and ball skills to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 5 Applying Physical	**Pupils will know:** • How to perform a variety of movements and skills with good body tension. How to link actions together so that they flow in running, jumping and throwing activities. • How to perform and repeat longer sequences with clear shapes and controlled movement. How to select and apply a range of skills with good control and consistency. • How to perform a range of skills with some control and consistency. How to perform a sequence of movements with some changes in level, direction or speed.	**Skill 12- Reaction & Response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. **Skill 3- Floor work** 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support. PE 5	This unit focuses on using all the skills and connecting them together. The children will be taking part in team sport style lessons with some elements of competition. The children will have opportunities to perform what they have done to the class. This will be built up from previous lessons as they will need to perform longer sequences with developed control.	**Lesson 1:** teachers will observe pupils' ability, children's agility and coordination for sending and receiving balls to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 6 Health & Fitness	**<u>Pupils will know:</u>** ● How to describe the basic fitness components and explain how often and how long they should exercise to be healthy. How to record and monitor how hard they are working. ● How to describe how and why their body feels during and after exercise. How to explain why they need to warm up and cool down. ● How to say how their body feels before, during and after exercise. How to use equipment appropriately and move and land safely.	**<u>Skill 11- Ball Chasing</u>** 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball. **<u>Skill 4-Stance</u>** 1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back. PE 6	This is the final unit of the year and it is taught here to embed all the skills and use these in more advanced game opportunities. The children will be learning the basics for keeping healthy and safe and how to look after their bodies.	**Lesson 1:** teachers will observe pupils' agility for ball chasing and static balance on the floor. to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe

Year 5/6				
Unit/ No. Lessons	**Knowledge Content** **What will the children know at the end of this unit that they didn't know before?**	**Skill development - how they will show and apply their knowledge**	**Why Do We Teach This Here?** **(prior learning to assess sticky knowledge + feed forward)**	**Assessment opportunities of sticky knowledge**
Unit 1 Personal	**Pupils will know:** • How to review, analyse and evaluate my own and others' strengths and weaknesses and be able to read and react to different game situations as they develop. • how to develop their own and others' work. They can recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents. • how to understand ways (criteria) to judge performance and identify specific parts to continue to work upon. They will use awareness	**Skill 10- Footwork** 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. **Skill 1 - 1 leg On both legs:** 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	Year 5 and 6 have combined learning objectives as they will spend this time consolidating everything they have learnt over the years. This becomes a more games based learning and they will continue to develop every skill and work on their own personal targets.	**Lesson 1:** teachers will observe pupils coordination and balance on one leg to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

	of space and others to make good decisions.	PE 1		
Unit 2 Social	**<u>Pupils will know:</u>** • How to effectively disguise what they are about to do next. Using variety and creativity to engage an audience. • How to respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others. • to link actions and develop sequences of movements that express their own ideas. They can change tactics, rules or tasks to make activities more fun or challenging.	**<u>Skill 6- Jumping & Landing</u>** 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing. **<u>Skill 2</u>**- **<u>Seated Balance</u>** 1.Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down.	This unit is designed to encourage children to work creativity and work in teams. They will explore tactics and create their own versions of the games. The children will again be developing their fundamental skills and will be given the opportunity to assess this development at the end of the unit. This is taught here because children are old enough to be more independent and make progress in team games.	**Lesson 1:** teachers will observe pupils Dynamic Balance to AgilityJumping and Landing and also seated balance to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		6. Balance with no hands or feet down. PE 2		
Unit 3 Cognitive	**Pupils will know:** how to involve others and motivate those around them to perform better. ● how to give and receive sensitive feedback to improve themselves and others. They can negotiate and collaborate appropriately. how to cooperate well with others and give helpful feedback. To help organise roles and responsibilities and guide a small group through a task.	**Skill 5- Seated Balance** 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds. **Skill 9- Ball Skills** In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-	This is the next unit of the year and it builds on the work from previous years and Key Stages. Children learn to follow movements and develop their thinking skills. They are encouraged to identify how to improve and give feedback. This unit guides children to work in pairs and groups and supports them to question and explain. The children here begin to develop rules and give tactics to help in team games. This is	**Lesson 1:** teachers will observe pupils ability to balance on a line to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

		crosses, with and then without a bounce. PE 3	taught here because their personal and social skills have been developed	
Unit 4 Creative	**<u>Pupils will know:</u>** • How to effectively transfer skills and movements across a range of activities and sports. They will perform a variety of skills consistently and effectively in challenging or competitive situations. • How to use combinations of skills confidently in sport specific contexts. They can perform a range of skills fluently and accurately in practice situations. • How to perform a variety of movements and skills with good body tension. How to link actions together so that they flow in running, jumping and throwing activities	**<u>Skill 8- Sending & Receiving</u>** 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions. **<u>Skill 7- In pairs</u>** 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to your partner's opposite foot. PE 4	This lesson is a way to develop the skills in previous lessons. The children will be continuing to work in groups or in pairs but they will also be sharing their own ideas. This is taught here because the children are ready to create their own rules and respond to a variety of tasks. More elements of competition are taught in this units and the children are ready to showcase individual sporting abilities.	**Lesson 1:** teachers will observe pupils ability to counter balance and look at their ball skills to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.

Unit 5 Applying Physical	**Pupils will know:** • How to explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. How to plan and follow their own basic fitness programme. • How to self select and perform appropriate warm up and cool down activities. How to identify possible dangers when planning an activity. • How to describe the basic fitness components and explain how often and how long they should exercise to be healthy. How to record and monitor how hard they are working.	**Skill 12- Reaction & Response** From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce. **Skill 3- Floor work** 1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support. PE 5	This unit focuses on using all the skills and connecting them together. The children will be taking part in team sport style lessons with some elements of competition. The children will have opportunities to perform what they have done to the class. This will be built up from previous lessons as they will need to perform longer sequences with developed control.	**Lesson 1:** teachers will observe pupils agility and coordination for sending and receiving balls to understand their starting point. **Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.
Unit 6 Health & Fitness	**Pupils will know:** • How to create their own learning plan and revise that plan when necessary. They can	**Skill 11- Ball Chasing** 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.	This is the final unit of the year and it is taught here to embed all the skills and use these in more advanced game opportunities.	**Lesson 1:** teachers will observe pupils agility for ball chasing and static balance on the floor to understand their starting point.

	accept critical feedback and make changes. • How to see new challenges as opportunities to learn and develop. How to recognise their strengths and weaknesses and can set themselves appropriate targets. • How to cope well and react positively when things become difficult. How to persevere with a task and improve their performance through regular practice.	2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction. 4. **Skill 4- Stance** 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body PE 6	The children will be learning the basics for keeping healthy and safe and how to look after their bodies. The children will be building up to creating their own targets and learning plans, give feedback and accept feedback. This requires a certain level of maturity.	**Lesson 6:** In a practical lesson teachers will lead and observe pupils performing the skills they have been taught.