

Links to the Early Years Foundation Stage Curriculum

The DfE's Statutory Framework states:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

At St. Joseph's our aim is to develop physical control, mobility, awareness of space and manipulative skills, using both the indoor and outdoor environments. Co-ordination skills are developed through completing jigsaws, threading beads onto laces and making things with small construction kits. Access to a wide range of equipment helps to develop manipulative skills, hand-eye and general physical co-ordination. We feel it is important that children establish positive attitudes towards a healthy and active way of life and participating in these activities can also help develop self-awareness and self-confidence.

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls. Pupils' physical development will relate to the objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage',

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment. Our EY pupils undertake one formal physical education lesson per week, with outdoor provision, balance biking and climbing, forming more strands of support.

Early Years Foundation Stage – Reception						
Learning Overview:						
Early Years Statutory Framework states: '...that children should be provided with opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.						
Autumn			Spring		Summer	
1		2	1	2	1	2
Activity	Gymnastics – floor and apparatus Fundamental Movements	Dance Multi-skills	Multi skills Modified team games	Throwing & catching Net & wall games	Athletics Invasion games	Ball games Problem solving & challenge games
Moving and Handling Learning Breakdown (objectives)	<ul style="list-style-type: none"> To jump and land appropriately To negotiate space successfully To experiment with different ways of moving To handle tools, objects construction and malleable materials safely and with increasing control To begin to use anticlockwise movement and retrace vertical lines To begin to form recognisable letters 		<ul style="list-style-type: none"> To jump and land appropriately To negotiate space successfully To experiment with different ways of moving Begin to put movements together to make a short dance To gain more control using a ball by pushing patting throwing and catching To handle tools, objects construction and malleable materials safely and with increasing control To begin to use anticlockwise movement and retrace vertical lines To begin to form recognisable letters 		<ul style="list-style-type: none"> To jump and land appropriately To negotiate space successfully To experiment with different ways of moving To gain more control using a ball by pushing patting throwing and catching To handle tools, objects construction and malleable materials safely and with increasing control To begin to use anticlockwise movement and retrace vertical lines To begin to form recognisable letters 	

		<ul style="list-style-type: none"> To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed Use gardening tools safely
Health and Self Care Learning Breakdown (objectives)	<ul style="list-style-type: none"> To transport and store equipment safely To eat a healthy diet To be aware of safety and health care on the farm To know some ways to stay safe linked to stranger danger, Guy Fawkes 	<ul style="list-style-type: none"> To know about hygiene when handling food To use tools for food preparation safely To show some understanding of good practice regarding eating and how this can contribute to good health To begin to fasten own buttons 	<ul style="list-style-type: none"> To show some understanding of good practice regarding eating, exercise and sleeping, and how this can contribute to good health To know some ways to stay safe linked to stranger danger, safety on the beach Fasten buttons independently when getting undressed/dressed
Enrichment Activities to Reinforce Learning	Safety – CP area training and use of tools and techniques Focus on finger gym activities in CP area Safety – using PE equipment in hall Safety - baking and cooking activities Visit from David Thompson- The Country Trust Visit to farm – safety awareness and risk assessments Stranger danger – Bonfire Night	Healthy eating and food preparation Safe use of tools – cooking and baking Safety around water (Mr Gumpy's River) Continue finger gym focus	Healthy eating and food preparation Finger gym area – target children Safe building inside and outside (The Three Little Pigs)
Characteristics of Effective Learning	In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are; <ul style="list-style-type: none"> playing and exploring – children investigate and experience things, and 'have a go' active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 		

Subject: Physical Education				Year group:1	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Multi Skills In this unit, pupils will develop their core sporting skills: throwing, catching, jumping, running etc. This unit will also support pupils' gross motor skills and their special awareness, through fun activities and games.	Basketball Pupils will begin to develop teamwork, develop co-ordination and improve core skills. Pupils will build on prior learning from the autumn PE units of how to control, pass and catch a ball. By the end of this unit, pupils will be able to throw, catch and dribble a basketball.	Gymnastics The main context for learning builds on movement skills learned in Reception. Pupils will continue to develop an awareness of space and how to move to spaces. They will learn how to move in different directions and to co-ordinate and apply them in a range of situations. By the end of the unit, pupils will have worked collaboratively and will be able to demonstrate skills learned in a sequence.	Dance The main context for learning is linked to the celebration of Easter and also builds on work from the Autumn term. Pupils will learn to use their bodies to represent things (e.g., a chick) and learn to use dynamics in dance. At the end of the unit, pupils will be able to perform a dance using a range of movement patterns with a partner.	Dodgeball The main context for learning is to develop throwing and aiming skills. This unit will also help pupils to develop their agility, by dodging the ball, as well as their catching skills. Striking & Fielding The main context for learning is to develop skills used in cricket and rounders, to allow pupils to take part in games involving striking and fielding.	Hockey During this unit, pupils will learn how to hold a hockey stick correctly, and they will develop their ball control skills, as well as their passing and intercepting skills. Athletics & Fitness In this unit, pupils will explore basic athletic principles. Pupils will further develop their coordination, agility and balance. This unit will support pupils' mathematic skills, as pupils will be measuring distance and time.
Fundamental Movements The main context links to throwing and catching skills taught in Reception. Pupils will be given the opportunity to develop fundamental movement skills. At the end of the unit, pupils will be confident in demonstrating their agility, balance and coordination, individually and with others.	Modified Team Games This unit helps children learn what makes a good game. Pupils	Net & Wall This unit will help pupils develop their throwing and catching skills, through passing a ball with a peer, or catching a ball that has rebounded. Pupils will	Invasion Games During this unit, pupils will participate in team games, to allow them to begin to consider and use tactics for attacking and defending.		

	will develop fundamental skills, whilst improving their teamwork, communication and sportsmanship.	continue to develop their agility, coordination and special awareness.			
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
Multi skills To throw a ball/beanbag with accuracy. To show an awareness of space. To catch a ball/beanbag with some control. To observe, describe and copy what others are doing. To work collaboratively with a partner.	Basketball To use a chest pass To use a bounce pass To dribble a basketball To begin to attack and defend. Modified Team Games To understand what makes a good game. To participate in games and develop them to modify each game. To bounce the ball when traveling and pass the ball to teammates during games. To demonstrate coordination when striking a ball.	Gymnastics To move from one body position to another. To travel using 'caterpillar', 'monkey' and 'crab' walk To perform balances on different levels. To sow a clear beginning and end to shapes/sequences. To further explore the large and small apparatus. To balance on small body parts with control. Net & Wall To begin to hit a ball with an appropriate object To repeat simple ball skills to increase control and coordination (balance ball on tennis racquet) To throw and catch different equipment with a partner.	Dance - The UK To copy simple dance moves. To move around the space safely. To make up a short dance, after watching one. To dance imaginatively. To change rhythm, speed, level and direction. To dance to express emotion. Invasion Games To recognise simple tactics to attack an opponent. To recognise simple tactics to defend against an opponent. To identify when to apply Attacking & Defending Tactics. To explore ways to attack and defend as a team. To demonstrate simple Attack & Defending tactics in a Team Game	Dodgeball To pass and catch a ball To aim a ball To jump and dodge To communicate with teammates Striking & Fielding To throw and catch equipment to receive points To retrieve equipment from the ground and return to a base to score (as an individual and as team).	Hockey To hold a hockey stick correctly To travel with a ball To turn with a ball To pass and receive a ball Athletics & Fitness To learn skills of running, jumping and throwing with a range of equipment To use comparative language i.e., faster, longer, and be able to physically demonstrate this. To vary speed of running based on commands given

Subject: Physical Education				Year group: 2	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview

<p>Multi-skills</p> <p>The main context for learning is to develop teamwork, develop co-ordination and improve core skills. It links to maths with positional language and directions.</p> <p>It will build upon experience of team games and turn taking learned in Year 1.</p> <p>At the end of this unit, pupils will have improved their skills in co-ordination and teamwork. Skills will have been consolidated and a team game being played.</p> <p>Fundamental Movements</p> <p>The main context for learning is to give pupils the necessary skills to move into space in different ways.</p> <p>This unit of work will enable pupils to develop the skill of co-ordination and agility learned in Year 1. Pupils will have had experience of using equipment and understanding the space around them.</p> <p>At the end of this unit, pupils will have developed fundamental movement skills and be confident and competent. They will have accessed a broad range of opportunities to use a wide range of equipment to support their learning.</p>	<p>Basketball</p> <p>This unit will allow pupils to further develop the skills they learnt in the Year 1 basketball unit.</p> <p>Modified Team games</p> <p>The main context for learning is to improve core skills in balance, movement patterns and teamwork. This unit links to maths with positional language and directions.</p> <p>It will build upon experience of mod team games and movement learnt in Year 1.</p> <p>At the end of this unit, pupils will be able to perform in a team game using fundamental skills and work as a team in competitive games. The pupils will be aware and be able to analyse games to change the outcome.</p>	<p>Dance (NUFC)</p> <p>During this unit, pupils will develop their timing skills, as well as their balance and coordination. They will choreograph a dance for this year's Gateshead Dance Festival.</p> <p>Net and Wall</p> <p>The aim of this unit of work, is to develop pupils' understanding of positional language and develop effective strategies and skills to manipulate equipment while moving.</p> <p>Further to this, the unit will build upon experience of team games and turn taking learned in Year 1.</p> <p>At the end of this unit, pupils will be able to move confidently while controlling different sizes and shapes of equipment while developing their hand eye coordination.</p>	<p>Gymnastics</p> <p>This unit will build on the Year 1 gymnastics unit. Pupils will further develop their core strength and balance. They will work with their peers to create short sequences of movements to perform. Pupils will begin to critique their performances.</p> <p>Problem solving and challenge games</p> <p>This unit will focus on cooperation, communication and resilience (the qualities that are required to be successful in sports). Pupils will play games and take part in activities to develop their listening skills, problem solving, trust, resilience and teamwork.</p>	<p>Orienteering</p> <p>In this unit, pupils will learn to use equipment, work as a team, develop speed and agility and learn map skills, supporting learning in geography lessons.</p> <p>Striking and fielding</p> <p>The main context for learning is to develop core skills in hand eye coordination, learning to run at speed and teamwork.</p> <p>Pupils will build upon prior learning from Year 1 where pupils have the experience of handling equipment, throwing, and catching and hitting with increased accuracy to score.</p> <p>By the end of this unit, pupils have a greater understanding of the rules of the game, developed their ability to run at speed and catch a ball, as well as spatial awareness. Pupil will also develop their communication skills in both verbal and non-verbal ways.</p>	<p>Athletics</p> <p>The main context for learning is to teach the necessary skills required for pupils to participate in the school's annual sports day.</p> <p>This unit of work will prepare pupils and enable access to a wider range of activities and compete in a series of events. In addition, lessons will build upon experience of athletics skills learned in Year 1, such as: running at speed over short distances and jumping with control and balance.</p> <p>At the end of this unit, pupils will have mastered basic movements including running, jumping, throwing and catching. Additionally, pupils will be able to maintain balance, agility and co-ordination, and will begin to apply these skills in a range of activities.</p> <p>Football</p> <p>This unit will introduce pupils to the basic rules and skills required to play football. Pupils will learn to control a ball, as well as to pass and receive a pass. Pupils will develop their aim throughout this unit.</p>
Learning Breakdown		Learning Breakdown		Learning Breakdown	
<p>Multi-Skills</p> <p>To watch others, describing what they see & copying.</p> <p>To learn how to throw underarm and overarm.</p>	<p>Basketball</p> <p>To use a chest pass</p> <p>To use a bounce pass</p> <p>To dribble a basketball</p> <p>To pass whilst moving</p>	<p>Dance</p> <p>To copy simple dance moves.</p> <p>To move around the space safely.</p> <p>To begin to sequence dance moves and choreograph a routine.</p>	<p>Gymnastics</p> <p>To move from one body position to another.</p> <p>To perform balances on different levels.</p> <p>To balance and move on apparatus.</p>	<p>Orienteering</p> <p>To understand the concept of a map</p> <p>To understand the use of symbols in a key</p>	<p>Athletics</p> <p>To explore and throw a variety of objects with one hand with increasing accuracy.</p> <p>To jump from a stationary position with control.</p>

<p>To be able to demonstrate what a balance is and be able to control their body.</p> <p>Fundamental Movements</p> <p>To use different equipment, sizes and shapes independently, and with a partner</p> <p>To bounce and travel with a ball and pass and receive from a partner or wall.</p> <p>To move into space in different ways and at different speeds.</p>	<p>To attack and defend and mini-games.</p> <p>Mod Team Games</p> <p>To identify points that will help a player change direction quickly.</p> <p>To be able to perform in a team game using fundamental skills such as running, dodging, throwing, catching.</p> <p>To work with a team in a competitive game, communicating and demonstrating resilience</p> <p>To analyse games to begin thinking about how rules can change competitiveness or difficulty of each activity.</p>	<p>To change rhythm, speed, level and direction.</p> <p>To express emotions relating to the theme, through movements and facial expressions.</p> <p>Net and Wall</p> <p>To move around while practising simple ball skills (walking with tennis ball on racquet), with increasing speed.</p> <p>To catch and control a ball with a partner or small group while moving.</p> <p>To develop hand eye coordination to be able to send and receive a ball.</p>	<p>To balance on small body parts with control.</p> <p>To sequence movements to create short routines to perform.</p> <p>Problem solving and challenge games</p> <p>To understand that communication is not always verbal.</p> <p>To work with others using communication, cooperation and resilience.</p> <p>To demonstrate teamwork in a range of group tasks.</p> <p>To follow a set route and use thinking skills to work out the correct pathway.</p>	<p>To develop spatial awareness</p> <p>To work in a team</p> <p>Striking and fielding</p> <p>To hit a ball from a fixed base.</p> <p>To throw and catch equipment whilst travelling.</p> <p>To retrieve a moving object from the ground as an individual.</p>	<p>To change speed and direction whilst running</p> <p>Football</p> <p>To keep control of the ball while travelling.</p> <p>To pass and receive the ball accurately.</p> <p>To turn accurately whilst in possession of the ball.</p> <p>To shoot at a target.</p> <p>To start to intercept a ball.</p>
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Subject: Physical Education Year group: 3					
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Dodgeball</p> <p>Pupils will learn the techniques needed to play dodgeball. This will build upon prior learning from Year 2 of throwing and catching.</p> <p>The pupils will also learn how to use different sections of the playing area, like they did previously in basketball/netball.</p>	<p>Hockey</p> <p>During this unit, pupils will be reminded how to hold a hockey stick correctly, and they will continue to develop their ball control skills. They will learn to pass with increasing control and speed, as well as to shoot.</p> <p>Multi skills</p> <p>The main context for learning is to further develop teamwork, co-ordination and the core skills used in</p>	<p>Gymnastics</p> <p>Pupils will build upon their prior learning in Year 2 and use the apparatus with care and confidence.</p> <p>By the end of this unit, pupils will have developed their strength, balance and coordination. They will also improve their jumping and landing skills.</p>	<p>Dance</p> <p>It builds on prior learning from year 2 where the pupils learned to perform actions and skills with more consistent control and quality.</p> <p>By the end of the unit, pupils will be able to perform a dance using a range of movement patterns and compare previous performances to improve.</p>	<p>Netball</p> <p>Pupils will use some of the skills they developed in their KS1 basketball unit, whilst learning the rules of netball. Pupils will further develop their agility, communication and teamwork. The invasion games unit running alongside this will allow children to improve their attacking and defending in netball.</p>	<p>Cricket and Rounders</p> <p>Pupils will build upon prior learning from Year 2 and previous terms of handling sports equipment correctly, playing as a team and hitting a ball.</p> <p>By the end of this unit, pupils will have improved their skills in throwing and catching a ball at speed, teamwork and fielding skills.</p> <p>Athletics and Fitness</p>

Fundamental Movements The context for learning in this unit is to further develop the fundamental movements needed in sports. Skills developed will support pupils throughout the year in PE.	sports. This unit will build upon skills taught in KS1.	Modified Team Games The main context for learning is to further improve core skills in balance, movement patterns and teamwork, building on the Year 2 unit. Pupils will use skills and qualities developed from this unit in PE and competitions/events throughout the year.	Football Pupils will build upon experience of team games and turn taking learned in Year 2. By the end of this unit, pupils will have improved their skills in co-ordination, teamwork, ball control, and defending. They will have played competitive games and applied basic principles suitable for attacking and defending.	Invasion Games During this unit, pupils will participate in team games, to allow to consider, use and evaluate tactics for attacking and defending.	Pupils will build upon experience of athletics skills learned in Year 2, such as running at speed over short distances and jumping with control and balance. It also builds upon core skills learned in dance. Pupils will continue to apply and develop a range of skills in different ways and link them to make actions and sequences. By the end of this unit, pupils will have improved the pupils' skills in running, throwing and jumping and be confident to participate in Sports day. They will be able to run, jump, throw and catch in isolation and in combination.
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown

Dodgeball To use a correct technique when throwing in dodgeball To aim for and sometimes hit a target To jump, duck and dodge the ball with some success To catch a ball aimed below the waist with some success To use different areas of the court for attacking/defending. Fundamental Movements To continue to move in different ways To work with a partner to throw, catch hit or kick balls To travel around an area caring, balancing, bouncing, passing or kicking a ball or using equipment.	Hockey To travel with the ball, whilst considering the position of attackers To quickly change direction with the ball To block from an attacker To shoot with increasing accuracy. Multi skills To travel changing direction and speed easily To show an awareness of space and know how to use it in games To develop reaction, control and consistency in their skills To change direction and speed when moving/dribbling with a ball	Gymnastics To experience flight on and off high apparatus To attempt to bring explosive moves into floor and apparatus work through jumps and leaps. To develop confidence when travelling on apparatus. Modified Team Games To understand what makes a good game. To participate in games and develop them to modify each game. To understand and demonstrate the basic rules of basketball. To bounce the ball when traveling and pass the ball to teammates during games. To identify areas on a rounders pitch	Dance Children to improvise freely, translating ideas from a stimulus to a movement. To share and create phrases with a partner and in small groups. To repeat, remember and perform these phrases in a dance. Football To keep control of the ball while travelling. To pass and receive the ball accurately. To turn accurately whilst in possession of the ball. To tackle and keep possession of the ball. To shoot at a target. To defend a goal. To play as part of a team.	Netball To use chest passes with accuracy To use space to receive a ball To shoot with increasing accuracy To apply skills and some tactics in team games Invasion Games To use simple tactics to attack an opponent. To use simple tactics to defend against an opponent. To identify when to apply attacking & defending tactics. To explore ways to attack and defend as a team. To communicate effectively with teammates. To demonstrate attack & defending tactics in a team game	Cricket and Rounders To become more confident and consistent when throwing and catching a ball. To develop striking skills. To have a basic understanding of the rules of rounders and cricket Athletics and Fitness To run for speed whilst controlling breathing To throw a ball with accuracy and power To develop balance and increase distance when jumping.
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Subject: Physical Education						Year group: 4	
Autumn		Spring		Summer			
1	2	1	2	1	2		
Overview	Overview	Overview	Overview	Overview	Overview		
Netball This allows pupils to experience an invasion game. Pupils will again develop their hand-eye coordination for both throwing and catching when passing and receiving but also	Hockey This allows the pupils to develop various skills and strategies and begin to use these in a competitive scenario. It also exposes the pupils to	Gymnastics This will build on from the pupils' previous knowledge from Key Stage 1 where the pupils have explored various ways of travelling and developing motor skills.	Dance This provides the pupils with an opportunity to perform dances using a range of movement patterns. It also allows for the pupils to analyse their performance	Tag Rugby The context of this unit is to introduce pupils to another popular sport (rugby) adapted for play by children. Pupils will work on their teamwork and	Orienteering Children will be building on their knowledge of map skills in geography from Year 3 and their orienteering around Birtley. They will use symbols on a map to		

<p>when shooting. They will also learn to change direction with speed.</p> <p>This builds on basic throwing and catching skills pupils developed in Key Stage 1 and their knowledge of the basic rules and techniques taught in Year 3.</p> <p>Fundamental Movements Following the summer break, pupils will have the chance to practise the fundamental skills required for PE and sport. This will build on previously taught skills, meaning pupils will perform with increasing speed and/or accuracy,</p>	<p>another sport which they could take up in later life.</p> <p>The pupils can use prior knowledge from Year 3 where the pupils developed basic skills and techniques. The pupils can also apply some of their attacking and defending knowledge from the previous half term subject, football.</p> <p>Multi skills The main context for learning is to further develop teamwork, co-ordination and the core skills used in sports, further developing skills covered in previous units. This unit will also help pupils to develop their confidence, as they become increasingly competent in the basic skills of sport.</p>	<p>This has been further developed in Year 3 where the pupils developed their balance and body shape.</p> <p>Modified Team Games This unit will further support pupils to develop their sporting qualities, such as teamwork, communication and leadership, whilst improving their skills in specific sports. Pupils will use skills and qualities developed from this unit in PE and competitions/events throughout the year.</p>	<p>to identify ways in which they can improve it.</p> <p>This builds on the pupils' previous knowledge where the pupils have learnt a variety of different dances and explored various types of movement to music.</p> <p>Net and Wall The aim of this unit of work, is to further develop pupils' understanding of positional language and develop effective strategies and skills to manipulate equipment while moving.</p> <p>This unit will build upon skills learnt in previous years. By the end of this unit, pupils will be able to move confidently with the ball, making and receiving passes whilst beginning to introduce tennis and badminton skills.</p>	<p>communication skills, whilst improving their ball control.</p> <p>Striking and Fielding This unit will allow pupils to replicate basic skills and improve their knowledge and understanding of the rules around rounders and crickets</p>	<p>follow directions as quickly as possible.</p> <p>Athletics This provides pupils with an opportunity to develop their running (both short and long distance), jumping and throwing skills. It also encourages them to compare their performances to previous ones and demonstrate improvement in order to achieve their personal best.</p> <p>Pupils can draw upon knowledge from previous years such as Year 3 where they have experienced these activities and the techniques and strategies used to be successful.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Netball To understand the importance of attack and defence.</p> <p>To start to improve shooting technique.</p> <p>To reinforce ball handling skills.</p> <p>To improve footwork and stopping skills.</p> <p>To learn different passing techniques to use in a game situation.</p> <p>Fundamental Movements To talk about how movement link to sports and the importance of practicing them</p> <p>To start to work in pairs on movement patterns</p>	<p>Hockey To travel with the ball, whilst considering the position of attackers</p> <p>To quickly change direction with the ball</p> <p>To block from an attacker</p> <p>To shoot with increasing accuracy.</p> <p>To apply taught skills in games.</p> <p>To begin to use tactics.</p> <p>Multi skills To travel changing direction and speed easily</p> <p>To show an awareness of space and know how to use it in games</p>	<p>Gymnastics – To become increasingly competent and confident to perform skills more consistently.</p> <p>To be able to perform in time with a partner or group.</p> <p>To use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>To experience flight on and off high apparatus</p> <p>To attempt to bring explosive moves in to floor and apparatus work through jumps and leaps.</p> <p>To develop confidence when travelling on apparatus.</p> <p>Modified Team Games</p>	<p>Dance Children to take the lead when working with a partner or in a group.</p> <p>Children to use dance to communicate an idea or theme.</p> <p>Children will work on their movements and refine them.</p> <p>Net and Wall To catch and control a ball with a partner or small group while moving.</p> <p>To develop hand eye coordination to be able to send and receive a ball.</p> <p>To learn and use the racket grips for tennis and badminton.</p> <p>To learn to serve.</p>	<p>Tag rugby To catch a ball consistently</p> <p>To be able to pass the ball accurately and with speed</p> <p>To be able to attack as individuals, 2s and 3s</p> <p>To be able to dodge a defender when running towards the goal</p> <p>Striking and Fielding To become more confident and consistent when throwing and catching a ball.</p> <p>To further develop striking skills.</p> <p>To explain the rules of rounders and cricket</p>	<p>Orienteering To use symbols to correctly orientate a map</p> <p>To use communication and teamwork to complete a series of challenges</p> <p>To control breathing to run for increasing distances</p> <p>To learn and use basic orienteering symbols and colours.</p> <p>Athletics To demonstrate running for speed with posture, balance and stability</p> <p>To demonstrate a variety of jumping styles with good balance and control</p>

To improve ABCs.	To further develop reaction, control and consistency in their skills To change direction and speed when moving/dribbling with a ball to defend To apply skills in a range of games and individual events, adapting approach to ensure success.	To demonstrate coordination when striking a ball. To identify two points that will help a player change direction quickly. To demonstrate a rugby pass. To understand the rules of football and begin to apply this to gameplay.	To use applied skills in mini tennis and badminton games and activities.	To communicate effectively during games To consider and begin to use tactics	To demonstrate a two-handed push-throw To sprint over short distances, making rapid decisions to run in a particular direction To demonstrate a jump for distance and height from a standing position with good posture and technique To demonstrate a single-handed push throw.
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Subject: Physical Education				Year group: 5	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.	Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.	Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.	Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.	Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.	Swimming These sessions will support pupils in achieving their 25metres in the pool. They will develop their ability to swim confidently using a range to strokes.
Hockey This topic builds on previous learning and encourages pupils to apply taught skills confidently in a competitive scenario, with a particular focus on shooting accurately.	Dance During this unit, pupils will use their increased knowledge of timing, as well as their creativity and increased flexibility to choreograph a dance for this year's Gateshead Dance Festival.	Mini-Fencing The context for learning is to introduce children to a unique and exciting sport that they may otherwise not have the opportunity to try. Pupils must display both physical and mental dedication to compete in fencing.	Net and Wall This unit will further develop pupils' ball skills, particularly in relation to tennis. They will learn to send and receive passes in badminton using a shuttlecock. They will also develop their serve.	Striking and Fielding During this topic, pupils will further develop their fielding and batting skills in order to play competitively in the summer term. They will reinforce catching styles, driving and bowling techniques.	Athletics and Fitness During this unit, pupils will draw upon knowledge from previous years to improve technique and ensure strategies used are successful. They will strengthen their sprint techniques and apply them in a competitive nature. Pupils will participate in a range of competitions throughout the term.
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
Swimming	Swimming	Swimming	Swimming	Swimming	Swimming

To develop basic pool safety skills and confidence in water.	To develop basic pool safety skills and confidence in water.	To develop basic pool safety skills and confidence in water.	To develop basic pool safety skills and confidence in water.	To develop basic pool safety skills and confidence in water.	To develop basic pool safety skills and confidence in water.
To develop travel in vertical or horizontal position and introduce floats.	To develop travel in vertical or horizontal position and introduce floats.	To develop travel in vertical or horizontal position and introduce floats.	To develop travel in vertical or horizontal position and introduce floats.	To develop travel in vertical or horizontal position and introduce floats.	To develop travel in vertical or horizontal position and introduce floats.
To develop push and glides, any kick action on front and back with or without support aids.	To develop push and glides, any kick action on front and back with or without support aids.	To develop push and glides, any kick action on front and back with or without support aids.	To develop push and glides, any kick action on front and back with or without support aids.	To develop push and glides, any kick action on front and back with or without support aids.	To develop push and glides, any kick action on front and back with or without support aids.
To develop entry and exit, travel further, float and submerge.	To develop entry and exit, travel further, float and submerge.	To develop entry and exit, travel further, float and submerge.	To develop entry and exit, travel further, float and submerge.	To develop entry and exit, travel further, float and submerge.	To develop entry and exit, travel further, float and submerge.
To develop balance, link activities and travel further on whole strokes.	To develop balance, link activities and travel further on whole strokes.	To develop balance, link activities and travel further on whole strokes.	To develop balance, link activities and travel further on whole strokes.	To develop balance, link activities and travel further on whole strokes.	To develop balance, link activities and travel further on whole strokes.
To show breath control.	To show breath control.	To show breath control.	To show breath control.	To show breath control.	To show breath control.
To develop confidence in deeper water.	To develop confidence in deeper water.	To develop confidence in deeper water.	To develop confidence in deeper water.	To develop confidence in deeper water.	To develop confidence in deeper water.
To tread water.	To tread water.	To tread water.	To tread water.	To tread water.	To tread water.
Hockey	Football	Mini-Fencing	Net & Wall	Striking and Fielding	Athletics and Fitness
To change direction and use the correct side of stick, sometimes using Indian dribbling to avoid defenders.	To dribble making small touches into space with speed.	To learn the basic footwork for fencing.	To catch and control a ball with a partner or small group while moving.	To throw and catch with increasing speed and accuracy	To use correct technique to run at speed.
To choose between the two passes (push/slap) and explain simply why.	To pass a football to someone on the team, using different parts of foot accurately.	To learn to use footwork whilst holding a sword.	To develop hand eye coordination to be able to send and receive a ball.	To strike a ball with increasing power.	To develop the ability to run for distance.
To make a direct pass while dribbling.	To use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).	To perform angle thrusts with competency.	To learn and use the racket grips for tennis and badminton.	To explain the rules of rounders and cricket	To throw with accuracy and power.
To begin to use stick to mark a player from the side line causing them difficulty.	To see space and use it effectively.	To participate in advanced games with a target to develop accuracy.	To learn and use backhand and forehand shots.	To communicate effectively during games	To identify and apply techniques of relay running.
To successfully score while in the scoring area.	To lose a defender to receive a pass.		To serve with power.	To use tactics in game situations.	To explore different footwork patterns.
To understand some basic rules of In2hockey.	Defend a player and make some successful interceptions for the team.		To use applied skills in tennis and badminton games (group games and doubles)		To understand which technique is most effective when jumping for distance.
To play small sided competitive games	To shoot with accuracy using different parts of the foot.		To apply tactics to gain points.		To learn how to use skills to improve the distance of a pull throw.
To communicate with teammates effectively.	Play competitive games and successfully including rules.				To demonstrate good techniques in a competitive situation.
To evaluate skills to aid improvement.	To communicate with teammates effectively.				To understand personal best and set personal goals.
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	To evaluate skills to aid improvement.				
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Subject: Physical Education			Year group: 6		
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.	Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.	Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.	Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.	Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.	Swimming These sessions will further support pupils to ensure they achieve their 25metres certificate in the pool. They will develop their ability to swim confidently using a range to strokes and they will learn to tread water and perform safe self-rescue.
Modified Team Games This unit will allow pupils to demonstrate the sporting qualities they have developed throughout primary school, such as teamwork, communication and leadership. Pupils will continue to use the skills and qualities developed from this unit in PE and competitions/events throughout the year.	Football This unit will develop pupils' ability to play competitive games and apply basic principles suitable for attacking and defending. In this unit, pupils will extend and develop their understanding of invasion games, technique and strategies when playing as part of a team.	Problem solving and challenge games This context of this unit will support pupils to further develop their resilience, confidence and problem-solving skills. This will help pupils prepare for their end-of-KS2 assessments and their transition to secondary school.	Net and wall This unit will be the culmination of previous net and wall units. Pupils will apply the skills they have learnt and developed in order to achieve personal bests, and to play games against opponents (singles and doubles).	Striking and fielding During this topic, pupils will further develop and use their fielding and batting skills in order to play competitively. They will reinforce catching styles, driving and bowling techniques, and they will use tactics to improve performance.	Athletics and fitness In this Athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills as well as learn new skills. They will be running for speed and endurance as well as recapping on relay running, including the baton exchange and running over hurdles. They will be trying to achieve their personal best in the standing long jump, triple jump and vertical jump and will be involved in setting up various jumping activities, including measuring the jumps. They will learn the technique for the overhead heave throw and will be evaluating their own and other's performances.
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
Swimming To continue to swim competently, confidently and proficiently over a	Swimming To continue to swim competently, confidently and proficiently over a	Swimming To continue to swim competently,	Swimming To continue to swim competently, confidently and proficiently over a	Swimming To continue to swim competently, confidently and proficiently over a	Swimming To continue to swim competently, confidently and proficiently over a

distance of at least 25 metres (aiming for more).	distance of at least 25 metres (aiming for more).	confidently and proficiently over a distance of at least 25 metres (aiming for more).	distance of at least 25 metres (aiming for more).	distance of at least 25 metres (aiming for more).	distance of at least 25 metres (aiming for more).
To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
To perform safe self-rescue in different water-based situations.	To perform safe self-rescue in different water-based situations.	To perform safe self-rescue in different water-based situations.	To perform safe self-rescue in different water-based situations.	To perform safe self-rescue in different water-based situations.	To perform safe self-rescue in different water-based situations.
Modified Team Games	Football	Problem solving and challenge games	Net and wall	Striking and fielding	Athletics and fitness
To demonstrate coordination when controlling and passing a ball.	To dribble making small touches into space with speed.	To use different forms of communication effectively.	To alternate quickly between using backhand and forehand shots, as required in the moment.	To throw and catch with increasing speed and accuracy	To use correct technique to run at speed.
To identify two points that will help a player change direction quickly.	To pass a football to someone on the team, using different parts of foot accurately.	To work with others, demonstrating cooperation leadership and resilience.	To serve with power and accuracy.	To strike a ball with increasing power.	To maintain control of pace to run for distance.
To demonstrate passes associated with different sports.	To use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).	To demonstrate teamwork in a range of group tasks, encouraging and supporting teammates.	To use applied skills in tennis and badminton games (group games and doubles).	To run quickly, demonstrating agility as required.	To throw with accuracy and power.
To understand the rules of footwork apply this to gameplay.		To follow a set route and use thinking skills to work out the correct or most efficient pathway.	To apply tactics to gain points.	To communicate effectively during games	To apply techniques of relay running.
To work as a team to attack and defend.	To see space and use it effectively.	To critically evaluate performances, making new goals.	To evaluate performances.	To use tactics in game situations.	To understand which technique is most effective when jumping for distance and height.
To consider and apply tactics.	To lose a defender to receive a pass.				To demonstrate good techniques in a competitive situation.
	Defend a player and make some successful interceptions for the team.				To evaluate performances and consider strategy for beating 'personal bests'.
	To shoot with accuracy using different parts of the foot.				
	To develop goalkeeping skills.				
	Play competitive games and successfully including rules.				
	To communicate with teammates effectively.				
	To evaluate skills to aid improvement.				