

PE Timetable 2020-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1.	3V RB 1C CT	5V RB	Rec C RB	3V RB	6C RB 4V CT
Lesson 2.	3C RB 1V CT	5C RB	Rec V RB	3C RB	6V RB 4C CT
	B	R	E	A	K
Lesson 3.					
	L	U	N	C	H
Lesson 4.	2C RB	*Y4 Swimming RB/ Y4 PE CT 2V CT	**Y5 Catch up swimming RB/ Y5 PE CT 2C CT	1C RB 6V CT	2V CT
Lesson 5.	Assembly	*Y4 Swimming RB/ 6C CT	Assembly	1V RB	Assembly/Golden Time

\*Swimming at Harborne Pool

\*\* Swimming at Blue Coat School

RB – Rhys Bowen

CT – Class Teacher

# PE Medium Term Overview 2021-22

Key: Time (Day & Lesson) Location Activity Teacher (RB= Rhys Bowen, CT = Class Teacher)

	<u>Autumn 1</u> <i>Use MUGA &amp; Field when possible</i>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u> <i>Use MUGA &amp; Field when possible</i>	<u>Summer 2</u> <i>Use MUGA &amp; Field when possible</i>
<b>Rec Chad</b>	Wednesday L1 Hall ABC Games (RB)	Wednesday L1 Hall Gymnastics (RB)	Wednesday L1 Hall Yoga (RB)	Wednesday L1 Hall Dance (RB)	Wednesday L1 Hall Athletics (RB)	Wednesday L1 Hall Sports Day Prep (RB)
<b>Rec Vale</b>	Wednesday L2 Hall ABC Games (RB)	Wednesday L2 Hall Gymnastics (RB)	Wednesday L2 Hall Yoga (RB)	Wednesday L2 Hall Dance (RB)	Wednesday L2 Hall Athletics (RB)	Wednesday L2 Hall Sports Day Prep (RB)
<b>Year 1 Chad</b>	Monday L1 Hall ABC Games (CT)	Monday L1 Studio Dance (CT)	Monday L1 Hall Games- Dribbling (CT)	Monday L1 Studio Gymnastics-Balances(CT)	Monday L1 Hall Golf (CT)	Monday L1 Studio Sports Day Prep (CT)
	Thursday L4 Hall Gymnastics- Travel (RB)	Thursday L4 Hall Games P& R (RB)	Thursday L4 Hall Gymnastics – Flight (RB)	Thursday L4 Hall Games-Tennis (RB)	Thursday L4 Hall Athletics (RB)	Thursday L4 Hall Games-Rounders (RB)
<b>Year 1 Vale</b>	Monday L2 Hall ABC Games (CT)	Monday L2 Dance Studio Dance (CT)	Monday L2 Hall Games- Dribbling(CT)	Monday L2 Dance Studio Gymnastics- Balances (CT)	Monday L2 Hall Golf (CT)	Monday L2 Dance Studio Sports Day Prep (CT)
	Thursday L4 Studio Gymnastics- Travel (RB)	Thursday L4 Hall Games P& R (RB)	Thursday L4 Studio Gymnastics – Flight (RB)	Thursday L4 Hall Games-Tennis (RB)	Thursday L4 Studio Athletics (RB)	Thursday L4 Hall Games-Rounders (RB)

<b>Year 2 Chad</b>	<b>Monday L4 Hall</b> Net Games tennis (RB)	<b>Monday L4 Hall</b> Gymnastics (Flight) (RB)	<b>Monday L4 Hall</b> Games- Passing & Receiving (RB)	<b>Monday L4 Hall</b> Gymnastics-Balances (RB)	<b>Monday L4 Hall</b> Athletics (RB)	<b>Monday L4 Hall</b> Games – S&F (RB)
	<b>Wednesday L4 Studio</b> Gymnastics (Rolls) (CT)	<b>Wednesday L4 Hall</b> ABC Games (CT)	<b>Wednesday L4 Dance Studio</b> Dance (CT)	<b>Wednesday L4 Hall</b> Games-Dribbling (CT)	<b>Wednesday L4 Dance Studio</b> Golf (CT)	<b>Wednesday L4 Hall</b> Sports Day Prep (CT)
<b>Year 2 Vale</b>	<b>Tuesday L4 Studio</b> Gymnastics (Rolls) (CT)	<b>Tuesday L4 Hall</b> ABC Games (CT)	<b>Tuesday L4 Dance Studio</b> Dance (CT)	<b>Tuesday L4 Hall</b> Games-Dribbling (CT)	<b>Tuesday L4 Dance Studio</b> Golf (CT)	<b>Tuesday L4 Hall</b> Sports Day Prep (CT)
	<b>Friday L4 Hall</b> Net Games tennis (CT)	<b>Friday L4 Hall</b> Gymnastics (Flight) (CT)	<b>Friday L4 Hall</b> Games- Passing & Receiving (CT)	<b>Friday L4 Hall</b> Gymnastics-Balances (CT)	<b>Friday L4 Hall</b> Athletics (CT)	<b>Friday L4 Hall</b> Games – S&F (CT)
<b>Year 3 Chad</b>	<b>Monday L2 Studio</b> Gymnastics-Travel (RB)	<b>Monday L2 Hall</b> Games- benchball (RB)	<b>Monday L2 Studio</b> Gymnastics-Balances (RB)	<b>Monday L2 Hall</b> Games-Rugby (RB)	<b>Monday L2 Studio</b> Athletics (RB)	<b>Monday L2 Hall</b> Games-Cricket (RB)
	<b>Thursday L2 Hall</b> Games-Basketball (RB)	<b>Thursday L2 Hall</b> Games-Volleyball (RB)	<b>Thursday L2 Hall</b> Dance (RB)	<b>Thursday L2 Hall</b> Games-Hockey (RB)	<b>Thursday L2 Hall</b> Golf (RB)	<b>Thursday L2 Hall</b> Games-Tennis (RB)
<b>Year 3 Vale</b>	<b>Monday L1 Studio</b> Gymnastics-Travel (RB)	<b>Monday L2 Hall</b> Games- benchball (CT)	<b>Monday L2 Studio</b> Gymnastics-Balances (RB)	<b>Monday L2 Hall</b> Games-Rugby (RB)	<b>Monday L2 Studio</b> Athletics (RB)	<b>Monday L2 Hall</b> Games-Tennis (RB)
	<b>Thursday L1 Hall</b> Games-Basketball (RB)	<b>Thursday L1 Hall</b> Games-Volleyball (RB)	<b>Thursday L1 Hall</b> Dance (RB)	<b>Thursday L1 Hall</b> Games-Hockey (RB)	<b>Thursday L1 Hall</b> Golf (RB)	<b>Thursday L1 Hall</b> Games-Cricket (RB)

<b>Year 4 Chad</b>	<b>Tuesday L4</b> Hall Gymnastics-sequences (CT)	<b>Tuesday L4+5</b> Harborne Pool Swimming (RB)	<b>Tuesday L4</b> Hall Dance (CT)	<b>Tuesday L4+5</b> Pool Swimming (RB)	<b>Tuesday L4</b> Hall Athletics (CT)	<b>Tuesday 4+5</b> Harborne Pool Swimming (RB)
	<b>Friday L2</b> Studio Gymnastic –Balances (CT)	<b>Friday L2</b> Hall Games – Benchball (CT)	<b>Friday L2</b> Hall Net Games - Volleyball (CT)	<b>Friday L2</b> Dance Studio Gymnastic-Vaulting (CT)	<b>Friday L2</b> Hall Athletics (CT)	<b>Friday L2</b> Dance Studio Sports Day Pep (CT)
<b>Year 4 Vale</b>	<b>Tuesday 4+5</b> Harborne Pool Swimming (RB)	<b>Tuesday 4</b> Studio Gymnastics-sequences (CT)	<b>Tuesday 4+5</b> Harborne Pool Swimming (RB)	<b>Tuesday L4</b> Studio Dance (CT)	<b>Tuesday 4+5</b> Harborne Pool Swimming (RB)	<b>Tuesday L4</b> Studio Athletics (CT)
	<b>Friday L1</b> Studio Gymnastic –Balances (CT)	<b>Friday L1</b> Hall Games – Benchball (CT)	<b>Friday L1</b> Hall Net Games - Volleyball (CT)	<b>Friday L1</b> Dance Studio Gymnastic-Vaulting (CT)	<b>Friday L1</b> Hall Tennis (CT)	<b>Friday L1</b> Dance Studio Golf (CT)
<b>Year 5 Chad</b>	<b>Tuesday L2</b> Hall Games-Basketball (RB)	<b>Tuesday L2</b> Hall Gymnastics-Balances (RB)	<b>Tuesday L2</b> Hall Games – benchball (RB)	<b>Tuesday L2</b> Hall Games – Hockey (RB)	<b>Tuesday L2</b> Hall Orienteering (RB)	<b>Tuesday L2</b> Hall Games - Cricket (RB)
	<b>Wednesday L4</b> Hall/Bluecoat Pool Net Games – Tennis (CT) + swimming (RB)	<b>Wednesday L4</b> Studio/Bluecoat Pool Gymnastics-Sequences (CT) + swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Net Games –Volleyball (CT) +swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Dance (CT) + swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Athletics (CT) +swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Sports Day prep (CT) + swimming (RB)
<b>Year 5 Vale</b>	<b>Tuesday L1</b> Hall Games-Basketball (RB)	<b>Tuesday L1</b> Hall Gymnastics-Balances (RB)	<b>Tuesday L1</b> Hall Games – benchball (RB)	<b>Tuesday L1</b> Hall Games – Hockey (RB)	<b>Tuesday L1</b> Hall Orienteering (RB)	<b>Tuesday L1</b> Hall Games - Cricket (RB)
	<b>Wednesday L4</b> Hall/Bluecoat Pool Net Games – Tennis (CT) + swimming (RB)	<b>Wednesday L4</b> Studio/Bluecoat Pool Gymnastics-Sequences (CT) + swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Net Games –Volleyball (CT) +swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Dance (CT) + swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Athletics (CT) +swimming (RB)	<b>Wednesday L4</b> Hall/Bluecoat Pool Sports Day prep (CT) + swimming (RB)

<b>Year 6 Chad</b>	<b>Tuesday L5</b> Hall Games- Tennis (CT)	<b>Tuesday L5</b> Studio Dance (CT)	<b>Tuesday L5</b> Hall Gymnastics-Sequences(CT)	<b>Tuesday L5</b> Studio Fitness Circuits (CT)	<b>Tuesday L5</b> Hall Games-Rounders (CT)	<b>Tuesday L5</b> Studio Athletics (CT)
	<b>Friday L1</b> Hall Games - Basketball (RB)	<b>Friday L1</b> Studio Gymnastics –Balances (RB)	<b>Friday L1</b> Hall Net Games–Volleyball(RB)	<b>Friday L1</b> Studio Golf (RB)	<b>Friday L1</b> Hall Games - Hockey (RB)	<b>Friday L1</b> Studio Free Choice (RB)
<b>Year 6 Vale</b>	<b>Thursday L4</b> Hall Games- Tennis (CT)	<b>Thursday L4</b> Studio Dance (CT)	<b>Thursday L4</b> Hall Gymnastics-Sequences(CT)	<b>Thursday L4</b> Studio Fitness Circuits (CT)	<b>Thursday L4</b> Hall Games- Rounders(CT)	<b>Thursday L4</b> Studio Athletics (CT)
	<b>Friday L2</b> Hall Games - Basketball (RB)	<b>Friday L2</b> Hall Gymnastics –Balances (RB)	<b>Friday L2</b> Hall Net Games–Volleyball(RB)	<b>Friday L2</b> Studio Golf(RB)	<b>Friday L2</b> Hall Games-Hockey (RB)	<b>Friday L2</b> Studio Free Choice (RB)

The units scheduled for Autumn 1 & Summer 1 & 2 can be taught both inside and outside depending on the weather. If the weather is good enough to teach outside then the onus is the teacher timetabled to use the hall to relocate their class outside. This will allow classes scheduled for the dance studio to take advantage of the extra space available in the hall.

This time table is has been designed to enable the teacher deliver the 4 strands of knowledge, skills and understanding in PE across the 4 (KS1) / 5 (KS1) units outlined in the curriculum. The teacher does not necessarily have to follow this schedule but if changes are made please ensure that:

- a) The units scheduled to be taught in the dance studio (athletics, dance and gymnastics) are not swapped for Game Units, as it is impossible to teach these activities effectively in this space.
- b) If you share responsibility for delivering PE with another member of staff you must inform them of any schedule changes made so that units aren't repeated.

All unit overviews, lesson plans & schemes of work across KS1&2 are saved on the T drive. If you are delivering a unit of PE & need support with planning use the resources already provided, please don't hesitate to contact me.

## PE Covid-19 Safety Measures 2021-22

**Maintaining Hygiene** – School Covid-19 safety/hygiene policy to be followed & reinforced during PE lessons. If pupils are changing for PE lessons (please refer to school Covid-19 risk assessment) this is to be done in their classroom before they arrive at their PE location & after lessons when pupils return to their classroom. Before leaving the classroom, pupils should be washing their hands in accordance with the school Covid-19 risk assessment. After arriving in the hall/studio pupils will have another opportunity to sanitise their hands. Staff leading lessons are responsible for ensuring that hand gel, sanitiser spray, paper towels/disinfectant wipes etc... are included in lesson equipment & taken to the lesson location so that equipment can be wiped down after use. After using/handling PE equipment (golf clubs, tennis rackets, hocket sticks etc...) pupils are to clean hands & should clean hands before leaving the 'PE bubble' & returning to their classrooms. Where balls, sticks, rackets are handled, teachers leading the session will need to provide a bin of chlorinated water (speak to RB or DS if unsure about this) so that equipment can be sanitised after use.

**Maintaining Social Distancing** – Classes should travel to/from their PE location using the one-way movement system outlined in the school risk assessment. The PE SoWs selected for 2021-22 have been chosen on the basis that 1) pupils have experienced a broad and varied PE curriculum 2) They can be delivered safely based on the most recent covid guidelines. All PE SoWs provided by RB can be followed & cones/markers can be used to identify where pupils should be standing during activities to ensure appropriate social distancing.

**Use of PE Equipment** – Teachers delivering the PE lesson needs to ensure that any equipment being used has been checked for suitability, wiped down/sanitised & set up appropriately before the lesson begins. They should communicate with RB prior to the lesson if they are unsure how to do this. All equipment needs to be wiped down/sanitised after use & before it is returned to the PE store/storage in the hall or studio. Pupils should not share equipment if this is avoidable. However, if pupils have maintained good hygiene prior to/during lesson they should be able to share equipment safely (eg golf clubs, tennis rackets, pupils passing/striking a ball back & forth). The teacher delivering the lesson should ensure that all equipment is wiped down before being put away. Teachers should intervene & oversee the cleaning of shared equipment if they feel that personal hygiene is not being maintained eg a pupil sneezes into their hands & touches a piece of shared equipment before washing their hands. If bibs are required to be worn, they can't be shared & must be washed in the washing machine in the staff room before they can be reused – THE TEACHER USING THE EQUIPMENT IS RESPONSIBLE FOR THE CLEANING/WASHING OF THE EQUIPMENT.

**First Aid** – It is the class teachers' responsibility to ensure that any medication (eg inhalers) are transferred from the 'Classroom Bubble' to the 'PE Bubble'. If PE lessons are delivered by RB it is his responsibility to ensure that medication is returned from the 'PE Bubble' to the 'Classroom Bubble' after PE lessons. Class TAs qualified to provide 1<sup>st</sup> Aid should accompany their class to PE lessons. If this is not possible, TAs must ensure that they have a radio to hand & are on call to deliver 1<sup>st</sup> aid to pupils from their bubbles if/when required. The teacher delivering the lesson is responsible for ensuring that a suitably stocked 1<sup>st</sup> aid kit is to hand during all PE lessons. **This will now need to include suitable PPE equipment in accordance with the school's Covid-19 risk assessments & policies**

## **2021-22 PE Unit Overviews:**

PE will be utilised at EYFS stage to reinforce learning through play. Pupils will become more independent as they learn to dress themselves for lessons. They will develop social interaction skills by working in groups & teams. They will get used to transition from one learning location to another & recognise that classroom rules apply in PE lessons in the hall/studio/field in exactly the same way they do in the classroom. Class room learning (knowing left from right, counting scores, recognising colours, learning & applying new vocabulary) will be reinforced during PE activities.

<u><b>Reception.</b></u>	
<u><b>Activity</b></u>	<u><b>Unit Objective</b></u>
ABC Games	Explore different methods of travel. Travel at different speeds & change direction. Understand the concept of balance & apply it to movement/using apparatus. Develop ball tracking skills/H2E co-ordination. Experiment with sending & receiving techniques. Combine movements using different body parts. Recognise & manipulate sports equipment. Introduction to the health benefits of exercise.
Gymnastics	Explore different methods of travel & flight. Recongnise & replicate the 5 fundamental shapes. Experiment with combining whole body movements. Understand the concept of balance & apply it to movement/using apparatus.
Dance	Experiment with the idea of movement representing an idea/mood. Experiment with combining movements. Replicate movements. Explore the concept of rhythm & moving in time to a beat. Respond to a stimulus. Understand that different cultures have different types of dance.
Athletics	Introduction to structured competitive activity. Explore how to combine whole body movements. Learn to replicate actions. Learning to perform at maximum levels. Recognising the effect that exercise has on the body.

In Year 1 an emphasis will be placed on enhancing gross motor skills, H2E co-ordination & spatial awareness. Pupils will be expected to throw (underarm) & catch a fed pass with increasing consistency. Through gymnastics, dance & athletics pupils will learn to combine their movements with improving control. They will become familiar with the basic shapes & movements in gymnastics and simple compositional elements in dance, identifying them & replicating them. Throughout the year they will become increasingly aware of the importance of PE as part of a health active lifestyle & how to exercise safely.

<b><u>Year 1.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objectives</u></b>
<b>Essential Elements</b> (These objectives will be taught & reinforced across all units)	I can dress myself (in 5 mins). I know that I need to warm up before exercise. I know that being active is good for me and is fun. I can follow safety rules in PE lessons. I know that my body starts to feel different when I exercise. I know the difference between left & right.
<b>Dance</b>	I can copy and remember moves and positions. I can co-ordinate movement to music. I can link different movements together. I can perform movements that reflect a theme, idea or mood. I can dance with a partner.
<b>Games</b>	I can catch, roll a ball, throw under arm and over arm. I can perform a range of passing & receiving techniques. I can strike a ball using different equipment & techniques. I can use different techniques to travel (dribble) with the ball. I can take turns & share equipment. I can follow instruction when I play games.
<b>Gymnastics</b>	I can travel forward, backwards & sideways using different forms of travel (eg steps, jumps, rolls). I can perform some basic rolling techniques (eg log, egg, forward rolls). I know what a balance is & can balance using different parts of my body. I can perform the 5 types of jump. I can perform the 5 basic shapes. I can follow safety rules when I use gymnastic equipment/apparatus.
<b>Athletics</b>	I know the difference between sprinting & running. I can stay in lane when I run on the track. I can experiment with different throwing techniques & decide which technique I'm best at. I can combine different jumping techniques & experiment with different jumping techniques, deciding which I'm best at. I can follow safety/starter instruction in different events

The focus in Y2 is about developing consistency and accuracy when performing previously learned skills. This will enable pupils to begin applying previously learned skills to conditioned games and increasingly sport specific situations. This may include combining gymnastic movements to create sequences, including different compositional elements when dancing, utilising passing and catching skills when playing benchball or using throwing and rolling skills to play Boccia. Pupils will also be encouraged to reflect on their own performances and comment on the demonstrations of others.

<b><u>Year 2.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objective</u></b>
<b>Essential Elements</b> (These objectives will be taught & reinforced across all units)	I can dress myself (including buttons, zips & tying up laces). I can warm up and cool down appropriately and explain why this is important. I know that I should be physically active for 60 mins every day. I can use space and equipment safely. I can explain that physical activity can make me feel hot, sweaty & my breathing gets faster. I know which is my dominant hand/foot.
<b>Dance</b>	I can copy and remember sequences of movements (Phrases). I can vary the speed of my movements depending on the tempo of the music. I can smoothly move from one movement to the next, linking multiple movements. I can work in a group using unison, canon & mirroring in a dance.
<b>Games</b>	I can catch consistently, roll a ball, throw under arm and over arm with accuracy. I can perform a range of passing technique, with accuracy, & a range of receiving techniques with control. I can strike a ball (using different equipment & techniques) with increasing power & accuracy. I can change direction & speed when I dribble with the ball. I can follow the rules of a game. I can make decisions for myself when I play games.
<b>Gymnastics</b>	I can travel gracefully, with control & precision. I can perform a range of rolling techniques with control. I can perform different 'support' positions & replicate partner balances, & counter-balances. I can land with control when performing different types of jump. I can perform the 5 basic shape in balance &/or flight. I can safely use equipment and apparatus with confidence and control.
<b>Athletics</b>	I can follow a set pace when I run over longer distances. I can co-ordinate the movement of my arms & legs to sprint more quickly. I can use side-on throwing techniques for different events. I can use different jumping techniques for different events I can follow the rules & 'compete' in an athletic event.

(Covid -19 restrictions permitting) This year will focus heavily on meeting the KS2 National Curriculum swimming objectives, with pupils attending swimming lessons once a week. As a result, attainment in swimming will contribute towards 50% of the Y3 swimming assessment. In Year 3 pupils will begin to take greater ownership of their learning & become more innovative with their work. In dance & gymnastics they will start to work in pairs/groups & choreograph their own sequences & routines. Pupils will be expected to use sport specific terminology when describing/reflecting on performances. They will also start to develop sport specific skills in net & wall/ striking & fielding/ invasion games & explore ways to outwit an opponent in opposed activities. Pupils will also begin undertaking leadership roles in PE.

<b><u>Year 3.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objective</u></b>
<b>Essential Elements (These objectives will be taught &amp; reinforced across all units)</b>	<p>I can organise myself &amp; bring the correct kit for the correct lesson.</p> <p>I know that a warm up includes a pulse raiser, stretches &amp; joint mobilisation.</p> <p>I can identify different 'activities' that count towards my daily 60 active minutes.</p> <p>I can follow safety rules in opposed activities.</p> <p>I can explain that I breath faster when I exercise because my body needs more oxygen</p> <p>I can move into position to utilise my dominant hand/foot.</p>
<b>Swimming</b>	<p>I can swim confidently and proficiently over 25 metres.</p> <p>I can use a range of strokes effectively</p> <p>I can perform self-rescue in different water based situations</p>
<b>Dance</b>	<p>I can compose my own sequences of movement (Phrase)</p> <p>I can keep time when I dance</p> <p>I can choose my own movements and combine them with control and rhythm.</p> <p>I can work in a group that performs a dance (Motif) that reflects an idea or theme</p> <p>I can include different levels &amp; pathways in my movement</p>
<b>Games</b>	<p>I can use different catching, rolling &amp; throwing skills in opposed games</p> <p>I can use movement &amp; different passing/receiving techniques in opposed games</p> <p>I can strike a ball (using different equipment &amp; techniques) in different types of games</p> <p>I can dribble with the ball with control in a game</p> <p>I can follow agreed rules and explain the basic rules of a game.</p> <p>I can apply tactics when I play in a game</p>
<b>Gymnastics</b>	<p>I can combine different types of travel to create a movement sequence</p> <p>I can include different rolls in movement sequences</p> <p>I can work as part of a team (as a balancer or supporter) to replicate group balances</p> <p>I can select the jump I wish to perform, taking off &amp; landing with precision &amp; control</p> <p>I can replicate sequences that incorporate the 5 basic shapes</p> <p>I can perform movement sequences on/off gymnastic apparatus</p>
<b>Athletics</b>	<p>I can pace myself when I run over longer distances</p> <p>I can keep my head still when I sprint</p> <p>I can replicate different 'correct' throwing techniques for different events</p> <p>I can replicate different 'correct' jumping techniques for different events</p> <p>I can coach a javelin thrower &amp; officiate the standing long jump</p>

(Covid -19 restrictions permitting) Pupils not who have not previously reached KS2 expected levels in swimming will continue with weekly swimming lessons, continuing start to develop range of strokes and experiment with ways to enter deeper water safely. Pupils will begin to undertake a wider range of roles in lessons, with pupil coaching/peer assisted learning becoming a key aspect of gymnastic & athletic units. Games activities will become more competitive, with greater emphasis being placed on pupils learning to utilise previously learned skills ways to outwit an opponent. In dance pupils will learn to dance with a partner & perform a range of different dances in our Dancing in Classrooms showcase.

<b><u>Year 4.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objective</u></b>
<b>Essential Elements (These objectives will be taught &amp; reinforced across all units)</b>	I understand that it is hygienic to change clothes before & after exercise I can identify which parts of my body I need to stretch/mobilise before I do a particular sport I know which physical activities I prefer to take part in I can work safely with space and equipment in independent & group activities. I can find my pulse & explain that my heart beats faster when I exercise because it needs to pump more blood I can use my non-dominant hand/foot if required
<b>Swimming</b>	I can swim confidently and proficiently over 25 metres. I can use a range of strokes effectively I can perform self-rescue in different water based situations
<b>Dance</b>	I can learn the steps to different routines I can take the lead when working with a partner or group. I can move in a clear, fluent and expressive manner. I can identify how performance can be improved through self-assessment and peer critique feedback. I can perform to different audiences
<b>Games</b>	I can outwit an opponent using my catching, rolling & throwing skills I can outwit an opponent using intelligent movement & a range of passing receiving techniques I can achieve success in an opposed game using a range of striking technique I can outwit an opponent using a range of dribbling techniques I can respect my team-mates, opponents & rules when I play a game I can identify my opponents strength/weaknesses & select an appropriate tactic
<b>Gymnastics</b>	I can use different types of travel to perform movement sequences on & off apparatus I can roll to safely exit a balance position I can support & perform inverted balances (eg Headstand, Handstand). I can vault using different techniques. I can choregraph sequences that incorporate the 5 basic shapes I can choregraph movement sequences on/off gymnastic apparatus
<b>Athletics</b>	I can set myself a SMART target for a long-distance run I can officiate a sprint race I can recall & refine correct throwing technique for different events I can recall & refine different jumping techniques & know which foot I prefer to take off from I can coach a standing long jumper

In Year 5 pupils take on greater ownership of their learning. They will be taught how, then expected to lead their own warm ups & cool downs. They will begin to understand the impact exercise has on their body by linking this to their learning in science. This in turn helps to develop an understanding of the role exercise take in a healthy, active lifestyle. More able pupils will be pushed towards leadership roles & learn how they can have a positive impact on the performance of their peers. The focus of games based lessons will be on developing an understanding of movement & positional play. Dance & gymnastic units will focus on refining techniques, with pupils choreographing their own sequences & combining increasingly complex movements with precision, fluency & control. In athletics pupils will continue to develop their leadership skills.

<b><u>Year 5.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objective</u></b>
<b>Essential Elements (These objectives will be taught &amp; reinforced across all units)</b>	<p>I understand that it is good personal hygiene to bath/shower on days when I have been physically active</p> <p>I can undertake an independent warm up &amp; name some of the muscles I'm stretching &amp; joints I'm mobilising</p> <p>I find opportunities to be physically active outside my PE lessons</p> <p>I can be 'competitive' &amp; safe when I take part in physical activities.</p> <p>I can explain the short-term effect of exercise on my body using some scientific language (pulse, heart rate, oxygen, carbon dioxide etc...)</p> <p>I can play/perform in a position that favours my dominant hand/foot</p>
Dance	<p>I can work in a group that choreographs a Motif</p> <p>I can work in a group that choreographs phrases to specific timings</p> <p>I can transition between positions to maintain fluency &amp; timing</p> <p>I can get into character when I dance</p> <p>I can include a range of compositional elements in my performance</p>
Games	<p>I can select a position to play based on the strength/weakness of my catching, rolling &amp; throwing skills</p> <p>I can select a position to play based on the strengths/weaknesses of my movement, passing &amp; receiving skills</p> <p>I can select where I want to strike the ball depending on the position of my opponent</p> <p>I can consistently make good decisions about when to pass &amp; when to dribble</p> <p>I can demonstrate good sportsmanship when I play</p> <p>I can vary my movement &amp; positional play based on the game situation</p>
Gymnastics	<p>I can choreograph a movement sequence, selecting types of travel/direction of travel that link smoothly to my previous movement</p> <p>I can include a range of rolls, performed in a technically correct way, in a movement sequence</p> <p>I can utilise large &amp; small apparatus in a balance</p> <p>I can select a form of flight appropriate to the apparatus I'm using</p> <p>I can show creativity and imagination in my work</p> <p>I can set up &amp; put away gymnastic apparatus safely (under supervision)</p>
Athletics	<p>I can coach a distance runner</p> <p>I can coach a sprinter</p> <p>I can add an approach to a throwing technique</p> <p>I can add an approach to a jump &amp; replicate the 'Fosbury Flop'</p> <p>I can officiate different throwing events</p>

By the time pupils finish KS2 they will understand how to exercise safely & effectively, understanding the importance that physical activity has in a healthy active life style. Throughout Year 6 pupils will learn to lead their own warm ups & officiate in a range of sports. In dance and gymnastics pupils will continue working in groups choreographing sequences & routines. Pupils will also learn to undertake formal self-assessment of their work. An emphasis will be placed on team work & problem solving, with stronger pupils adopting leadership roles & the responsibility that entails. In games activities pupil will focus on their decision making in opposed situations. They will also have the opportunity to take part in orienteering activities that will help to develop map reading skills.

<b><u>Year 6.</u></b>	
<b><u>Activity</u></b>	<b><u>Unit Objective</u></b>
<b>Essential Elements (These units will be taught &amp; reinforced across all units)</b>	I can explain how to maintain good personal hygiene, & why this is important, when you live a healthy & active lifestyle I can develop and lead a warm-up session. I can explain how being physically active helps a person to live a healthier lifestyle I can work safely with space and equipment and explain safety principles. I can use simple language to explain the long-term effect of regular exercise on the body I can select a position/tactic that favours my dominant hand/foot
Dance	I can perform dances from different cultures with precision, control and fluency. I can time my movements without music I can undertake a formal self-assessment I can watch a performance and identify different compositional elements.
Games	I can select & vary which catching, rolling, throwing skill to use based on the game situation I can select & vary my movement & which passing/receiving skills to use based on the game situation I can select & vary how I want to strike the ball depending on the game situation I can select & vary how I want to dribble the ball depending on the game situation I can explain game rules and use these consistently to umpire or referee a game. I can adapt my tactics depending on the game situation
Gymnastics	I can challenge myself to perform more complex movements in a gymnastic sequences. I can observe a roll being performed & identify ways the roll can be improved or 'up-levelled' I can choreograph a gymnastic sequence that culminates in a group balance I can observe a jump being performed & identify ways the jump can be improved or 'up-levelled' I can adapt my work in response to feedback received I can use a variety of equipment and apparatus appropriately when I perform.
Athletics	I can compete with others and keep track of PB performances, setting targets for improvements I can sprint start I can coach different throwing techniques I can perform a range of jumping techniques & select my preferred technique to use when competing I can officiate a range of track & field events
OAA	I can read/follow a map. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can collect information to solve a question or a problem.

